

The Improvement of the Pre-Service Education  
of Undergraduate College Teachers

By  
REX C. KIDD

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## CHAPTER I

### INTRODUCTION

Recent writings in the field of higher education have given much attention to the need for more effective and vital college teaching. How generally this need is felt is indicated in a recent statement by John Dale Russell, Director of the Division of Higher Education of the United States Office of Education. According to his statement, "There is a wide-spread demand in the country today for greater effectiveness in college teaching."<sup>1</sup>

Many individuals and groups of individuals have expressed themselves concerning certain aspects of the problem. Different groups of students have complained about the quality of instruction which they are receiving in the college classroom. College administrators have shown concern regarding the inadequate preparation of the teachers whom they employ. Educators in general in the field of higher education have expressed disapproval of the type of teaching which they have observed. Even some college teachers have indicated recognition of the need for more effective college teaching.<sup>2</sup>

It is doubtful if college teaching at the present is inferior,

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<sup>1</sup>Fred J. Kelley, Toward Better College Teaching, Foreword by John Dale Russell.

<sup>2</sup>See Chapter III of this study. Expressions from all of the groups mentioned are considered in this chapter.

to any degree, to that taking place in college classrooms during the past half century; at least not inferior to a degree to warrant the present attention. Then what has produced the recent concern with respect to the quality of college instruction? According to John Dale Russell,<sup>3</sup> there are three factors which help to account for it. One is the mature and settled purpose of veteran students. Another is the rapid increase in the proportion of young people attending college. And a third comes as the result of the cold war which is highlighting the need for a change in both materials and methods of college education to prepare better for the social, economic, and civic problems of tomorrow.

There is little question that veteran students have been in part responsible for focusing attention upon the need for improved college teaching. They came to college with a mature point of view, definite in purpose and objective. When they encountered outmoded teaching methods and antiquated subject matter, ill-adapted to their needs, they have been quite vocal in expressing their displeasure and their desire for more effective and vitalized college teaching.<sup>4</sup>

The effects of a larger proportion of college age youth entering college may not be as discernible as the effect of the advent of veteran students to college campuses, but the effects are much more far reaching and of a more permanent nature. Some of the effects are per-

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<sup>3</sup>Kelley, op. cit., Foreword.

<sup>4</sup>See S. M. Vinocour, "Veterans Flunk the Professor: G. I. Indictment of Our Institutions of Higher Learning." Article summarized in Chapter III.

haps easily discernible; others less discernible may be seen in all of their implications and ramifications only when the problem is examined a little more closely.

In 1900 fewer than 250,000 students, only 4 per cent of the population eighteen through twenty-one years of age, entered college.<sup>5</sup> A majority of these, as well as those entering secondary school, came from the upper classes. They entered college primarily for the purpose of entering the professions or the managerial positions in industry and commerce.<sup>6</sup> Thus coming from much the same economic and social strata, they had much in common in the way of social and economic backgrounds. Since they entered college mainly with a vocational aim in view, they had a great deal in common in the way of aims and objectives upon entering college. In addition, because of the fact that the earlier high schools were mainly college preparatory in nature, their educational training prior to entering college was much the same.<sup>7</sup>

Thus it is seen that student bodies of the earlier American college were comparatively homogeneous in nature. They had much in common in the way of social and economic backgrounds, in aims and objectives upon entering college, and in educational training. With the

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<sup>5</sup>Report of the President's Commission on Higher Education, Establishing the Goals, Vol. I, Higher Education for American Democracy, p. 25.

<sup>6</sup>Report of the Executive Committee of the Cooperative Study in General Education, Cooperation in General Education, p. 12.

<sup>7</sup>Report of the Harvard Committee, General Education in a Free Society, p. 7.

degree of commonality that existed among the students, the problem of adjusting curricula and methods of teaching to meet their needs was much simpler than at the present when college student bodies are much more diverse in nature, with much less in common.

One finds quite a contrast in comparing present college student bodies with those of the earlier American college. As compared with the 250,000 students enrolled in colleges in 1900, by 1940 the enrollment had risen to 1,500,000 students, an amount which was equal to a little less than 16 per cent of the population eighteen to twenty-one years of age. By 1947, because of the influx of veteran students, the enrollment had increased to 2,354,000.<sup>8</sup>

According to the Report of the Executive Committee of the Co-operative Study in General Education, present college student bodies represent a social and economic cross section of the nation. Many of them come to college with no specific educational or vocational objective. They merely want to extend their knowledge of the physical world and the people who inhabit it in order that they may be able to make their maximum contribution to society while achieving a personally satisfying life.<sup>9</sup>

Thus it is seen that the present college student bodies are much less homogeneous in nature than the earlier college student bodies.

<sup>8</sup> Report of the President's Commission on Higher Education, op. cit., p. 25.

<sup>9</sup> Report of the Executive Committee of the Co-operative Study in General Education, op. cit., p. 12.



They differ more widely in their social and economic backgrounds and in their aims and objectives upon entering college. Also, they differ greatly in the type of educational training experienced prior to coming to college. For now, with a much smaller percentage of high school students entering college, high schools can no longer be considered to be college preparatory in nature. They try to meet the needs of the 75 per cent who go directly to work from high school as well as the 25 per cent who go to college,<sup>10</sup> and in so doing offer curricula varied in nature and require a quality of work of varying standards.

The task of offering an education adjusted to the varying needs and objectives of a student body as heterogeneous in nature as that found in the typical American college presents many colleges with unprecedented difficulties. It calls not only for curriculum reconstruction and adjustments but for adjustments in methods of instruction as well. In many cases teachers are called upon to make an adjustment which their background of training and experience has not prepared them to make.

The third factor mentioned by Russell has been called to attention by others; that is the need for changes in materials and methods of instruction to better prepare individuals for meeting the social, economic, and civic problems of tomorrow. In this connection the Report of the President's Commission on Higher Education makes some rather forceful statements:

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<sup>10</sup> Report of the Harvard Committee, op. cit., p. 8.

It is essential that education come decisively to grips with the world wide crisis of mankind. This is no careless use of words. No thinking person doubts that we are living in a decisive moment of human history. . . . We have a big job of reeducation to do. Nothing less than a reorientation of our thinking will suffice if mankind is to survive.

In a real sense the future of our civilization depends on the direction that education takes, not just in the distant future, but in the days immediately ahead.<sup>11</sup>

There are indications that some colleges realize the responsibility placed on them for giving their students an education that will enable them to cope better with social, economic, and civic problems, and have made curricula changes toward this end. This fact is evidenced by the number of colleges that have adopted some form of general education courses in preference to the fragmentary departmentalized courses formerly offered. However, there is little evidence that similar changes have been made in methods and techniques of teaching; rather the evidence is to the contrary. The best evidence in this connection is offered by the students of Harvard College who contend that the general education courses at Harvard have in part failed because the new courses are taught by the same methods and in the same manner as traditional courses. From the Report of a Special Committee on Education of the Harvard Student Council comes the following statement:

. . . We have no quarrel at least for purposes of this report with the avowed intentions of general education. It is our belief, however, that a serious deficiency in Harvard education is also a serious deficiency of the GE report; it

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<sup>11</sup>Report of the President's Commission on Higher Education, op. cit., pp. 6ff.

is a failure to focus on method and on the problem of eliciting active student participation. Despite its convincing and thorough discussion of the need of a common experience, and its detailed consideration of the content of such an experience, the report fails to analyze the problems involved in actually making such an experience a common one. The means to achieving a real communal interplay of minds, both in the classroom and in the college community are inadequately discussed in the report and realized at Harvard.<sup>12</sup>

Thus it is seen greater problems are confronting American colleges and greater demands are being made on them than formerly. As has been already pointed out, coping with these problems and these demands calls for adjustments on the part of college teachers which their training has not prepared them to make. As this problem is examined a little more closely, the need for this study is more readily apparent.

The teachers staffing American universities and colleges receive their preparation for college teaching primarily in the graduate schools of the nation. The establishment of the graduate school in America did a great deal to standardize and to improve college teaching. The preparation of college teachers before the establishment of the graduate school and the improvements in college teaching brought about by the development of the institution is well described by Neilson in the following quotation:

The process which culminates in this degree /Ph.D./ has now been in operation about 70 years /from 1943/, having been established first at Johns Hopkins University and having been modeled upon the example of German universities. It can be

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<sup>12</sup>Special Committee on Education of the Harvard Student Council, Harvard Education 1948: The Students View, p. 34. For teacher's point of view in this connection, see Kenneth Ward Hooker, College Teaching: The Loneliest Profession, quoted in Chapter III.

claimed with justice that its institution has accomplished much for higher education in the United States. Formerly the preparation of professors was in a high degree casual and haphazard. There was a sprinkling of well-trained men who had had the good fortune to continue their college training in a European university. Here and there colleges had stumbled upon men of talent even of genius; scholars and teachers by the grace of God. But many were amateurs in the worst sense; a professor of English was as likely as not to be a "stickit minister." Today the great majority are men who have passed through a graduate school, have had contact with genuine scholars, have had opportunity for a solid grounding in their respective fields and have been taught the methods of exact scholarship. In the slang of the moment, even if the ceiling isn't very high, a respectable floor has been laid under the faculty.<sup>13</sup>

Two phrases from Neilson's statement, "a solid grounding in their respective fields" and "have been taught the method of exact scholarship," indicate the direction taken by graduate schools in their development; that is, in the direction of a rather high degree of specialization and emphasis on research. This fact is confirmed in other writings; for example, from the Report of the President's Commission on Higher Education comes the following statement:

By 1900 the tradition was firmly fixed in this country that graduate education should emphasize research. . . . During the first two decades of the twentieth century the major task the universities faced in graduate education, as they saw it, was to improve the methods of research and to standardize procedures and requirements for advanced degrees . . . the efforts at standardization were all based on the assumption that the program leading to the doctors degree should aim to train individuals who would engage in full-time research or who would divide their

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<sup>13</sup>William A. Neilson and Carl Frederick Wittke, The Function of the University, Part I, The Function of Higher Education, p. 15.

time between their own investigation and the training of other research workers under university auspices.<sup>14</sup>

Once the trend and traditions in graduate education were established, changes which may have further contributed to more effective training of college teachers have been slow in coming. This fact is pointed out by Carmichael in his book, The Changing Role of Higher Education. After discussing the changes that have taken place in many of the professional schools such as law and medicine, he says:

The one phase of higher education which has largely remained unchanged during the past half of century is the graduate school. The amount of research carried on is greater, and the fields of study have expanded, but the organization, purpose and methods have altered little.<sup>15</sup>

Then to substantiate his statement, Carmichael quotes Walter A. Jessup, former president of the Carnegie Foundation for the Advancement of Teaching, who states:

In the main the graduate school entrant of 1940 would have found his way around the school /graduate school/ with practically equal facility in 1900. . . . The graduate school's long torpor may be on the brink of movement. As yet it has only stirred in its sleep. If there is to be a true awakening there must be action.<sup>16</sup>

The Report of the President's Commission also points up the failure of graduate schools to change and adjust to meet the responsibility placed upon them by changing economic and social conditions. In this connection, it is stated:

<sup>14</sup>Report of the President's Commission on Higher Education, op. cit., p. 85.

<sup>15</sup>O. C. Carmichael, The Changing Role of Higher Education, p. 15.

<sup>16</sup>Ibid.



. . . analysis forces the conclusion that graduate education is in need of thorough revision. Social forces have modified and are continuing to modify at an increasingly rapid rate, the context within which graduate schools must function, and readjustments of a fundamental nature are urgently necessary if these university units are not to block rather than advance the progress of education—and, through education, of the nation.<sup>17</sup>

The facts presented appear to warrant the following conclusions: increased demands are being made on colleges at the present time because of larger student bodies that are quite varied in their interests, their needs, and in their aims and objectives in pursuing a college education; greater demands are being made on colleges because of the present world crisis and the changing social and economic conditions which place upon institutions of higher learning the responsibility of giving students an education that will enable them to cope better with present and future economic, social, and civic problems.

However, college teachers who, in the final analysis, are the determining factor in how effectively colleges meet the responsibilities placed on them are confronting the problems of mid-century with much the same type of preparation as teachers received for coping with problems at the turn of the century. For as has been pointed out, graduate schools having rather early established a pattern of education, highly specialized in nature and emphasizing research, have been slow to change. Only recently have there been indications that they are willing to make adjustments to meet the demands made on them by changing economic, social, and world conditions.

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<sup>17</sup>Report of the President's Commission on Higher Education, op. cit., p. 85.



### Need for the Study

The facts pointed out above make apparent the need for a study concerned with pre-service education of under-graduate college teachers. Accumulated data need to be re-examined, classified, and evaluated, and new facts, to fill in gaps in existing data, need to be brought to light. If this can be accomplished, it is thought that evidence may be presented which will indicate further the need for reorganization of graduate programs, and will indicate the reorganization that is necessary if graduate schools are to offer more effective programs of education for prospective college teachers.

The following quotations from two authoritative educational reports lend further evidence for the need of the study. The first is a quotation from the Report of the President's Commission on Higher Education:

The conspicuous weakness of the current graduate program is the failure to provide potential faculty members with basic skills and the art to impart knowledge to others. College teaching is the only learned profession for which there does not exist a well-defined program of preparation directed toward developing the skills which are essential for the practitioner to possess.<sup>18</sup>

The second quotation comes from the Report of the Executive Committee of the Cooperative Study in General Education as they look toward obtaining teachers of general education:

. . . It is clear that the Committee believes that graduate training should be modified so as to provide a

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<sup>18</sup>Report of the President's Commission on Higher Education, Staffing Higher Education, Vol. IV, p. 16.

broader base for specialization, some time for relating specialized work to other fields, and some training directed toward problems of college teaching including some supervised practice in college instruction in programs of general education. The Association of American Colleges and the American Association of Junior Colleges have long urged this reform.<sup>19</sup>

### Statement of the Problem

The main problem of the study is to determine ways in which graduate schools may improve the pre-service education offered teachers as preparation for undergraduate college teaching. In attempting to ascertain what improvements are needed and may be proposed, consideration is given to the following: (1) the adequacy of present college teaching and ways that college teaching may be improved; (2) current demands made on college teachers; (3) the problems confronted by beginning college teachers; (4) the evaluation by in-service college teachers of the education received in graduate school in terms of its adequacy as preparation for college teaching; and (5) a general appraisal of graduate schools with particular consideration given to the requirements and offerings of students preparing for undergraduate college teaching. Findings resulting from these considerations will determine what recommendations, if any, can be made for improving pre-service education of under-graduate college teachers.

### Sources of Data

Data for the study have come mainly from two sources. Related

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<sup>19</sup> Report of the Executive Committee of the Cooperative Study in General Education, op. cit., p. 219.

literature and completed studies in the field have been classified, analyzed, and evaluated. In order to fill certain gaps in existing data, information obtained by means of a questionnaire sent to a selected group of in-service college teachers has been used. The group of teachers selected and the manner in which the questionnaire data were procured are discussed in Chapter IV. In addition to these data, publications of graduate institutions and information sent to the writer by persons working in graduate programs have been used.

#### Method of Procedure

In the appraisal of the adequacy of present college teaching and ways in which it may be improved, the opinions of college students, college administrators, college teachers, and a representative group of writers in the field of higher education are considered. The opinions, with the exception of college teachers, are taken from writings and studies completed in the field. Some of the opinions of college teachers are taken from questionnaire data.

To determine some of the demands made of college teachers, attention is given to what college administrators expect of the college teachers whom they employ and the type of instruction and personal characteristics of college teachers preferred by students. In addition, attention is given to the demands made of college teachers because of the role that higher education has to play in a democratic society and the responsibilities placed on colleges by changing economic, social, and world conditions. Writings and related studies in the field have

been the main source of data for these considerations.

A study of the problems encountered by beginning college teachers is made from questionnaire data obtained from in-service college teachers. Also, questionnaire data serve as the main basis for consideration of an evaluation by in-service teachers of certain aspects of their college training in terms of its adequacy as preparation for college teaching.

The general appraisal of graduate schools is made mainly from findings of studies completed in the field of higher education. Some data from graduate school publications and information sent to the writer by persons working in graduate programs are used, also.

### Definition of Terms

Pre-service training. In this study pre-service training refers to training received prior to college teaching. Although the term is used to refer to both graduate and undergraduate work, the study gives primary consideration to graduate training.

Internship. For the purpose of this study internship is defined as supervised teaching taking place as part of the regular program of college training.

Apprentice teaching. When apprentice teaching is used in this study, it refers to the same type of experience as internship.

Graduate assistant. Graduate assistant as used in the study has its usual connotation. It refers to part-time employment of a student by the institution in which he is training while pursuing graduate work.

Under-graduate college teaching. As used in this study, under-graduate college teaching is instruction given to students in grades thirteen through sixteen.

Other definitions about which there may be controversy are defined in the body of the study.

### Limitations of the Study

The study is concerned with the pre-service education of college teachers. In-service training and student selection are considered only as mentioned by college students, college teachers, or others in the general appraisal of the quality of college instruction. In order to give adequate treatment to the topic, attention is confined to preparation of teachers for under-graduate instruction. Since it is assumed in the study that training for college teaching is given primarily in graduate schools, under-graduate education is considered only as it may affect, or as it is related to, later graduate work. Recommendations for improvements are made for under-graduate education only.

Since the study gives consideration to teachers of all subjects, it is necessarily quite broad and somewhat general in nature. As a result, in the attempt to cover what is thought to be essential topics, other important topics may have been slighted. The possibility was particularly prominent in selection of literature related to the study. The writer attempted to be objective in his approach, however, and to give attention to all points of view.

### Related Studies

There is a great deal of literature in the field related to the topic. Much of this literature has been incorporated in the body of the study where it was considered to be pertinent. However, a few recent completed studies rather basic to the present topic warrant special mention. The findings and recommendations made in these studies have been taken into consideration in making the final recommendations.

One of the most recent studies completed in the field is an unpublished doctoral dissertation, "An Application of the Scientific Attitude to Some of the Requirements, Practices, and Objectives of the Doctoral Program." The study was done by W. B. McBride at the University of Florida, completed in June, 1951. The study concerns the following phases of doctoral programs: selection of students, programs of study, admission to candidacy, the dissertation, final examinations, and objectives. In the study, McBride concluded that foreign languages and a research project are the most general requirements for completion of doctoral programs; that requirements pertaining to other phases of the programs vary so greatly that generalizations concerning the requirements cannot be drawn. These facts have considerable significance for this study.

A very important study in the field is the United States Office of Education bulletin, Toward Better College Teaching. The bulletin, prepared by F. J. Kelley and issued in 1950, gives consideration to the following topics: the need for improving college teaching; what graduate schools are doing in the way of preparing college teachers, with



particular attention given to new approaches with which institutions are experimenting; and what colleges are doing in the way of in-service training of teachers. As related to this study, the important fact is pointed out that, generally, graduate schools are doing little in the way of broadening their programs in favor of more adequate preparation of college teachers.

The Preparation of College Teachers is a report of a conference held in Chicago, Illinois, December 8-10, 1949, sponsored by the American Council on Education and the United States Office of Education. The report, edited by Theodore Blegen and Russel M. Cooper, consists of a compilation of addresses and work group reports concerned with the major problems of college level teacher education. Generally, it points up the need for improvements to be made in the preparation of college teachers.

The Report of the President's Commission on Higher Education, Higher Education for American Democracy, consisting of six volumes is basic to any study concerned with problems confronting higher education in America. Volume I, "Establishing the Goals," and Volume IV, "Staffing Higher Education," are more closely related to this study than are the other volumes. Of particular significance to this study is the fact pointed out in the report concerning the failure of graduate schools to assume sufficient responsibility for offering programs of education for college teachers which would give them more adequate preparation for meeting the demands presently made on them.

Toward Improving Ph. D. Programs, a study made for the Commission

on Teacher Education by E. V. Hollis, makes a very important contribution to the field of higher education. It gives the occupational employment of all the Ph. D. recipients who obtained degrees during the decade 1930-1940. In addition, it gives attention to the opinions of the recipients in regard to the adequacy of the training they received in acquiring the Ph. D. degree, and to the opinions of employers with respect to the adequacy of the preparation of the recipients for the positions they were holding. One of the significant conclusions made by Hollis is that a majority of the Ph. D. recipients engage in college teaching, and of these a majority teach primarily at the under-graduate level.

#### Organisation of the Study

The study is divided into six chapters. Chapter II, "The Role of Higher Education in a Democratic Society in Relation to the Training of College Teachers," discusses the following five general functions that institutions of higher learning have to perform in a democratic society: (1) preparing for earning a livelihood; (2) educating for citizenship; (3) contributing to the frontiers of knowledge through research; (4) education for leadership; and (5) educating for personal and social adjustment. The functions of higher institutions having been pointed out, the type of education needed by teachers in order that the colleges may adequately perform these functions is considered.

Chapter III, "Some Evaluations of College Teaching and Opinions as to What Is Desired of College Teachers," gives the thinking of four

groups. First, the opinions of college students are considered with respect to the quality of instruction received from their instructors and the characteristics of teachers that they find desirable. Second, attention is given to an appraisal by in-service college teachers of the present college teaching situation and their evaluation of the quality of instruction received during their college education. Third, consideration is given to the opinions of college administrators with respect to what they believe to be the strengths and weaknesses of college teachers as now trained in graduate schools, and administrative opinions as to the characteristics thought to be desirable for teachers instructing lower division classes. Finally, an appraisal of the present college teaching situation is made by writers in the field of higher education and their opinions offered as to the causes of certain inadequacies found to exist.

Chapter IV analyzes data pertaining to varied aspects of college teaching, obtained by means of a questionnaire sent to a selected group of in-service college teachers. Aspects to which consideration is given are as follows: the training of the teachers; teaching fields during the beginning year of teaching and during the year 1950-51; problems encountered during the beginning year of teaching; an evaluation in terms of their value as an aid in college instruction of teaching experiences prior to regular college teaching, including intern teaching, high school teaching and teaching as a graduate assistant; an evaluation by the teachers of the quality of instruction received from graduate assistants during their college education; an evaluation

of research training experienced in fulfilling degree requirements; evaluation by the teachers of their educational programs in terms of the unnecessary courses required and unnecessary repetition of college courses; aspects of their college education that the teachers found to be particularly valuable; ways that the teachers considered their college education might have been improved to prepare them more adequately for college teaching; and, the general reactions of the teachers to their college preparation and to college teaching problems.

Chapter V gives a general appraisal of graduate schools with special consideration given to the offerings and requirements of the institutions for graduate students preparing for college teaching. The functions of the graduate school are defined and attention is given to factors such as departmental organization and the concept of scholarship presently maintained by the institutions which appear to militate against more adequate performance of the function of preparing college teachers. An attempt is made to determine to what extent graduate schools are broadening their programs in favor of more adequate preparation of college teachers. Particular attention is given to what they are offering in the area of professional education. Examples are presented of new types of programs for prospective college teachers that are being offered by some institutions.

In Chapter VI the findings of the studies are summarized and significant conclusions drawn. Recommendations are made for changes in graduate education which findings of the study indicate are needed to prepare college teachers more adequately for the task which they have to perform.

## CHAPTER II

### THE ROLE OF HIGHER EDUCATION IN A DEMOCRATIC SOCIETY IN RELATION TO THE PREPARATION OF COLLEGE TEACHERS

The preparation to be given any college teachers must be considered in light of the role that colleges are to play in a particular society. Systems of higher education necessarily vary in different types of social structures, for they are determined, in part, by the nature of the social organization. In turn, the function of college teachers is determined by the nature of the system of education in which they are employed.

Thus, to discuss the education of college teachers in the United States it is necessary to consider the role of American public education. It is necessary to give attention to the purposes and objectives of the colleges and to the contributions that they have to make toward maintaining and promoting the general welfare of society. Particular thought needs to be given to what the colleges are to do for the individual. It is necessary to give consideration not only to what can be done for the individual in a personal way, but also to what can be done in order that society may profit by his having had a college education.

Educational authorities differ in their opinions as to what should be the role of higher education in the United States. There are greater differences of opinion, however, with respect to the best ways and means of achieving the objectives. In undertaking this discussion there is an awareness of this fact. It is not believed that the point

of view presented will be accepted by all. However, it is the point of view which the writer thinks is defensible, and it is supported by a representative group of educators whose opinions have been given for substantiation.

### Preparing for Earning a Livelihood

In a democratic society in which students come from all economic strata, preparation for earning a livelihood necessarily becomes one of the important functions of higher education. Research indicates that a high percentage of parents who send their children to college do so for vocational and professional purposes. The Fortune Survey conducted in 1949 revealed that of the parents planning to send their children to college 66 per cent were sending their sons for vocational purposes and 48 per cent were sending their daughters primarily for this purpose. These figures indicate a demand by one of the important groups of supporters of higher education that cannot well be ignored.<sup>1</sup>

Benjamin Fine in his book, Democratic Education, substantiates this point of view. In attempting to point out to liberal arts colleges the value of continuing vocational training undertaken during World War II, he says,

By offering the students special courses in practical vocations, the college will do a tremendous service for the community. A larger percentage of the whole population will want practical courses "on how to earn a living" and will not be content with less.<sup>2</sup>

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<sup>1</sup>Elmo Roper, "Higher Education," The Fortune Survey, Fortune Supplement, September, 1949, p. 6.

<sup>2</sup>Benjamin Fine, Democratic Education, p. 57.



In considering the need of society for well-trained individuals, he states:

The need for men on the professional, sub-professional, and technological levels is greater than at any time in our history. Here is an area that will demand the earnest attention of the education profession.<sup>3</sup>

There are those who deny that vocational and professional training is one of the important functions of under-graduate higher education. This group takes the point of view that a college education should be a great intellectual, cultural experience, little concerned about such mundane things as earning a living. The type of education they advocate, they would base primarily on the classics and the history of the past, with little concern given to the problems and the conflicts of the present. Fine very well expresses the point of view of this extreme group in the following quotation:

The Hutchins, Barr, Van Doren, and Adler school insists that colleges be reformed along these lines: discontinue the elective system and require every student to take the same program; abolish or discard all vocational or technical training subjects in the undergraduate curricula; provide a complete program of general education with no opportunity for the student to specialize in any field during his undergraduate career; place greater emphasis on intellectual development of the student; stress the humanities and culture of western civilization; and admit college students at an earlier age.<sup>4</sup>

Admittedly there is danger of over-emphasizing vocational and technical training, with too little concern for liberal or general education. The point of view cited above is the opposite extreme, with over-emphasis on liberal education, and appears untenable in a society

<sup>3</sup>Ibid., p. 59.

<sup>4</sup>Ibid., p. 206.

such as that in the United States. It might be tenable if all college students were endowed with enough wealth to have to give no consideration to earning a living and if, after graduation, the college graduate could retire from the everyday world to live a monastic life somewhere free from the influence of the varied conflicts in a modern society. In reality these are not the facts. A majority of college graduates do have to earn a living, and the conflicts of society constantly affect their lives.

As pointed out above, admittedly there is a danger of over-emphasizing vocational and professional training. Fine indicates this danger in the following quotation:

Many institutions have reached the point where the vocational and professional programs have usurped all of the students' time, leaving nothing for the cultural and humanistic stem. Too many engineers, farmers, lawyers, businessmen, and teachers have left college without a smattering of liberal or cultural background.<sup>5</sup>

Yet to admit the over-emphasis on vocational and professional training is not to deny that training for earning a livelihood is an important function of higher education in American society. Nor does it warrant the swing of the pendulum to the opposite extreme as advocated by the Hutchins and Barr school of thought. What is called for at the present time is a balance between the two, a proper mixture of professional and liberal or general education. Fine points out this fact and presents it as being the point of view of many educators. He states:

Both liberal and technical courses are required to com-

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<sup>5</sup>Ibid., p. 64.

plete the highly educated person, a number of persons insist. They see no conflict between the two. There is no real dichotomy in education—both the liberal and the technical courses are elements in the complete education of man.<sup>6</sup>

The importance of developing a philosophy of life for the student is likewise stressed. College leaders point out that vocational proficiency is not enough—that an understanding mind is also a prerequisite for happiness and service to the community. To most persons, educators and laymen alike, the need for science and social science is readily apparent.<sup>7</sup>

. . . It is unwise to stress the conflict between vocational and liberal education, college heads assert, because no one should be freed from earning a living.<sup>8</sup>

The Report of the President's Commission on Higher Education also stresses the need for vocational training, at the same time pointing out the importance for the individual and for society of retaining a proper balance between technical and what is termed general education. In pointing out the need for vocational and professional training, the Commission states:

To build a richly textured and gracious life is good and desirable, but few of us can make such a life without first making a living. Cultural values soon take wings when men cannot get and hold jobs.<sup>9</sup>

Vocational education is necessary, too, from the view point of the State and the Nation. Society has a great deal of work of many kinds to be done, if the social organization is to function smoothly and move forward to high

<sup>6</sup>Ibid., p. 201.

<sup>7</sup>Ibid., p. 202.

<sup>8</sup>Ibid., p. 203.

<sup>9</sup>Report of the President's Commission on Higher Education, Establishing the Goals, Vol. I, Education for American Democracy, p. 62.

levels of good living. And society properly looks to the schools to provide the trained personnel for all of its vast, complex activities. Institutions of higher learning must assume their full share of responsibility for providing a sufficient number of qualified persons in all fields to satisfy the demands of society.<sup>10</sup>

The Commission, in advocating vocational training, points out the need for developing more than specific and special skills for a particular profession. It is maintained that there are other values equally important which general education is designed to develop. This point of view is presented in the following quotations:

The complexity of modern technological society demands a high degree of social and economic intelligence on the part of workers in all fields. We have need of mutually productive and cooperative human relationships among all the groups that share the responsibilities and benefits of economic enterprise. . . . To have some insight into the values and standards that men have found to be good in governing their lives, to be able to define problems and to bring to their solutions the habits of critical thinking, to be able to communicate ideas clearly, to possess the ability to deal with people in a friendly and considerate manner--these more commonly than we think, perhaps, are the elements of vocational competence. And they are the qualities of mind that general education is designed to develop.<sup>11</sup>

As it /our economic system/ has increased in complexity, we have come to rely less on automatic adjustment and more on human decision and formulation of policies. This requires social engineering of high quality. And also a high degree of economic literacy among our people. The economic problems that we face demand on the part of all citizens creative imagination, flexibility of mind, a democratic spirit, loyalty to the public interest, and insight into the organization and workings of our economic system. And these are likely to come more fully from general education than from specialization.<sup>12</sup>

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<sup>10</sup>Ibid., p. 63.

<sup>11</sup>Ibid.

<sup>12</sup>Ibid., pp. 63-64.

The demands upon the industrial workers for social adjustment and understanding have greatly multiplied. Perhaps in most, it is as important that the worker have a healthy and balanced personality and that he know how to play a co-operative role in a great variety of social relationships as it is that he know how to do his job well. And if he is to participate wisely in the determination of broad industrial and social policies, he must possess at least a general understanding of current social and economic problems.<sup>13</sup>

From the foregoing discussion, it may be seen that there is a demand from different sources, despite the objection of a comparatively small group, for colleges to offer training for earning a livelihood. Not only do students and parents make a demand for such training, but the nature of the American society presents a demand for a number of highly trained and skilled personnel which the colleges must help to provide.

In meeting the demands for vocational and professional training, the colleges need ever to be aware of the danger of over-emphasizing the development of technical skills without keeping a proper balance between this type of education and a broader, more general type of education. The values derived from the latter are important not only for the well being of the individual but also for the maintenance and the evolution of the social order. More is to be said in the discussion that follows concerning the importance of this type of education.

#### Educating for Citizenship

Educating for citizenship in a democratic society is quite different from training for citizenship in a totalitarian country such as

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<sup>13</sup>Ibid., p. 64.



Russia. Under such a totalitarian government, the chief task in training for citizenship becomes a matter of developing loyalty to the leaders and the policies of the country, loyalty as defined by the leaders themselves. In order that proper loyalty be developed, the individual, to a great extent, is told what to believe and what to think. Little is left to personal responsibility and initiative for making decisions and determining values. For individual welfare is almost entirely subordinated to the welfare of the state.<sup>14</sup>

In a democratic society such as that found in the United States, much more worth is placed on the individual and much more is left to individual responsibility for making decisions and determining values. He has freedom of speech and press; he plays a part in determining the policies of the government. The task of developing citizenship under such conditions is quite different from that in an authoritarian atmosphere. Under these circumstances desirable citizenship is not likely to be developed by telling the individual what to believe and what values to hold. It is more likely to come by getting the individual to derive his beliefs and values through reason and understanding.

For the development of proper citizenship in democratic America, it is necessary that individuals have certain understandings and certain attitudes. It is necessary that they have an understanding of the present form of government and the present way of life, both their strong

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<sup>14</sup> B. P. Yesipov and N. K. Goncharov, I Want to Be Like Stalin, trans. George S. Counts and Nucia P. Lodge, p. 132. See also George S. Counts and Nucia P. Lodge, The Country of the Blind, pp. 244-280.



points and their weak points. It is necessary that they have an understanding not only of how the government functions but also of all the concepts of democracy and an allegiance to these concepts. It is necessary that they have a sense of social responsibility which subordinates private gain to the general good of society. The position of leadership that the United States has come to hold in the world has made it necessary that individuals develop an international point of view; that they have an understanding of the international situation and that they be committed to furthering international security. It is the responsibility of American higher education to aid individuals in developing these understandings and these attitudes.

The Report of the President's Commission on Higher Education in discussing the development of citizenship by institutions of higher learning insists that the full meaning of democracy and the democratic way of life must be taught. The contention is made that democracy is much more than a set of political processes. It formulates and implements a philosophy of human relationships. It is a way of life, of thinking, of feeling, and of acting with respect to the association of individuals and of groups, one with another. These are based on the fundamental concept of the inherent worth of the individual, and the value of human life.<sup>15</sup>

It is further maintained that to educate citizens only in the structure and processes of the American government is to fall short of

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<sup>15</sup>Report of the President's Commission on Higher Education, op. cit., p. 11.

what is needed for the fuller realization of the democratic ideal. It is the responsibility of higher education to devise programs and methods which will make clear the ethical values and the concept of human relations upon which the political system rests. Otherwise, it is contended, America is likely to come to cling to the letter of democracy and lose its spirit, to hold to its procedures when they no longer serve its ends, and to propose and to follow undemocratic courses of action in the very name of democracy.<sup>16</sup>

However, it is not thought that understanding of the democratic processes should be overlooked or neglected. On the other hand, it is pointed out that citizens need to understand the function of political parties, the role of lobbies and pressure groups, and the processes of ward and precinct caucuses. There is a need to know not only the political greatness of democracy, its splendor and aspirations, but also its present imperfections in practice. These imperfections are not regarded as cause for cynicism. Attention is called to the strides that have been made in eliminating injustice and inequalities and in the development of social welfare. It is maintained that the size of the job to be done will be realized only by seeing democracy as it actually is, but viewed in the light of the vision as it can be. If so presented to young people, it will become a challenge to their energies, one that is worthy of passionate devotion.<sup>17</sup>

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<sup>16</sup>Ibid., p. 12.

<sup>17</sup>Ibid., p. 13.

Concerning the allegiance to the concepts of democracy, the Commission states that many thoughtful observers feel that America has lost purpose and a sense of direction in its national life. This is considered to be a very serious matter at a time like the present, when one of the most crucial periods in history is being experienced. To regain national purpose and a sense of direction calls for recommitment to the democratic ideal, an ideal in which young people can have faith and to which they can passionately devote themselves. This idea cannot receive full commitment on the part of young people when presented only through words and by discussion. It must be something that is lived. In order that students may have the opportunity to experience democratic living, administrators are urged to examine their policies to determine what democratic experiences are offered to their students. It is stated that

. . . revision may be necessary to give students every possible experience in democratic processes within the college community. Young people cannot be expected to develop a firm allegiance to the democratic faith they are taught in the classroom if their campus life is carried on in an authoritarian atmosphere.<sup>18</sup>

In considering the need for developing a sense of social responsibility, the Commission maintains that higher institutions have always attempted to teach both spiritual and material values; that the classroom has imparted the principles of collective responsibility for liberty—the rule that no one person's right to freedom can be maintained unless all men work together to make secure the freedom of all. It is

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<sup>18</sup> Ibid.

stated that these efforts have not always been effective and that too often the benefits of education have been sought and used for personal and private gain to the neglect of public and social service. Yet individual freedom entails communal responsibility. It is pointed out:

. . . The democratic way of life can endure only as private careers and social obligations are made to mesh, as personal ambition is reconciled with public responsibility . . . nor can any group in our society, organized or unorganized, pursue purely private ends and seek to promote its own welfare without regard to the social consequences of its activities.<sup>19</sup>

As previously stated, the role that America has come to play in world affairs makes mandatory the development of an international outlook which seeks to further international security. Many educators, individually and collectively, have expressed themselves concerning the necessity of developing such a point of view. It is realized that no longer can an attitude of isolationism be assumed and no longer can unconcern be shown about happenings in other parts of the world. As evidenced by happenings in the past, the smallest disturbance in some remote part of the world may evolve into a conflict that will have worldwide repercussions. The development of an international outlook has come to be of such importance that colleges cannot ignore it. In this connection, the Report of the President's Commission states that American institutions of higher education have an enlarged responsibility for the diffusion of ideas in the world that is emerging, and that they will have to help American citizens as well as other people move from the

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<sup>19</sup>Ibid., p. 10.

insular and provincial to the international mind. This transition will involve an expanded opportunity in colleges and universities for the study of all aspects of international affairs; the nature and development of other civilizations and cultures; nationalism in its relation to internationalism; the tensions leading to wars as well as war itself; the way that war has been used as an instrument of national policy; and, the attitudes which nations have had in each war with respect to the justice of the war as they saw it. Also, it will involve a study of the effects of technology on the present situation and an analysis of the structure and operation of the various new world organizations designed to further international security and the peaceful solution of common problems.<sup>20</sup>

Particularly, the Commission emphasizes the need for studying other world cultures—an understanding of their traditions, their customs, and their attitudes, their social institutions, and their needs and aspirations for the future. The time has come, it is contended, when America needs to recognize the possible worth of human values and ways of living that are unacceptable in her own culture.<sup>21</sup>

In order that America may be fitted for the world leadership that has fallen to her in this crucial moment of history, the Commission states that it is necessary to acquire quickly a sympathetic understanding of the values and aspirations that move men in the vast areas of eastern Europe, Asia, Africa, South America, and the islands of the

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<sup>20</sup>Ibid., p. 16.

<sup>21</sup>Ibid., p. 17.

seas. This understanding can be gained both through a study of their historical development and through knowledge of their cultures. Information concerning current activities in science, industry, literature, and the arts can be invaluable in helping to develop an understanding of the culture of these people and their influence. At the same time a study of these may enrich certain areas of American life.<sup>22</sup>

The Commission contends that it is particularly important that an understanding of the massive population of the Oriental world be developed. It is a part of the world about which graduates and undergraduates know very little. As these Orientals throw off their passive attitude, it is thought that more and more the impact of their culture is to be felt.<sup>23</sup>

It is pointed out that there is a need for learning the way of thinking and living of the Russian people—a people that form a vast state which is part European and part Asiatic, a great world power whose policies and deeds are of supreme importance to the American people and the American way of life. Yet, the average college graduate knows little about it. Therefore, in a sincere attempt to understand it, the study of the U. S. S. R. must be given an important place in American education.<sup>24</sup>

In the summary of the discussion relative to the development of an international point of view, it is stated:

<sup>22</sup>Ibid.

<sup>23</sup>Ibid.

<sup>24</sup>Ibid., p. 18.



There is urgent need for a program of education for world citizenship that can be made a part of every person's general education. No one scholar, no one group of scholars, possess the comprehensive knowledge needed to devise this type of educational program. Men trained in many different areas must pool their knowledge—not arranging their fragmentary contributions in a loose sequence, but organizing them into an integrated pattern.<sup>25</sup>

Howard Mumford Jones in his book, Education and World Tragedy, also strongly emphasizes the need for studying the Russian and Oriental cultures. He contends that if Russia is to become the enemy of the democracies, it is necessary to comprehend her. As to the study of the Orient, he says:

Asia is the problem of the future, a problem that we have done as much as any other nation to create and which we must do as much as any other nation to solve. It is at least probable that by sheer force of numbers, if man is to survive, that the future of mankind lies with the Asiatics. They are, and they will remain, numerously the greatest single segment of the human race. American undergraduates know nothing or next to nothing about the culture, the history, the problems and the needs of these myriads with whom American intercourse is bound to constantly increase. The wide-spread lack of comprehension of even the simplest postulate of any Oriental civilization, the profound disruption wrought in the Orient by the crude forcing process of "Occidentalization" hitherto common, the rich contribution which the Orient has to make to our troubled western world—these and multiple other considerations demand that if the United States is a world power in a global universe, its educational system cannot longer ignore Oriental culture as it has done hitherto except at rarefied scholarly levels.<sup>26</sup>

It may appear to be useless and futile to speak of developing international understanding and to think of international cooperation at a time when billions of dollars are being spent on armaments, at a

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<sup>25</sup>Ibid., p. 20.

<sup>26</sup>Howard Mumford Jones, Education and World Tragedy, pp. 101-102.

time when it may appear as if the world is on the brink of another catastrophic war. There are some, however, who believe that now more than ever attention needs to be given to the development of a spirit of international cooperation. This point of view is probably best expressed by Francis J. Brown in his report to an educational conference concerning a six months' experience working with UNESCO. He states:

. . . I am very deeply convinced that now as never before we must keep the torch of international cooperation lit; we must fan it by our consistent and most earnest efforts, lest the world be engulfed in darkness. We must recognize that the destruction of culture in one area of the world is a loss to the whole world. We must understand that if science is thwarted in one area, the population of every nation loses thereby. We must fully realize the fact that if education in even one nation is diverted to serve nationalistic ends, education throughout the world will inevitably suffer.

Even if we must . . . go through another period of self-annihilation, the extent to which mankind will then build the sound basis of a permanent and lasting peace will, to a large extent, be determined by the extent to which we now continue to lay the foundations for that peace. These foundations must not be in terms of visionary idealism, permeated by idealism, they must be functional and meaningful in changing the attitudes of children, youth, and adults. They must lead them to see the interdependence—economic, political, educational, cultural—of all the peoples of the world. Through schools, colleges, and local, state, and national organizations we must acquaint both children and adults with the agencies through which international cooperation can be achieved. But even these two programs are not enough. We must find ways through which each individual may make his own personal contribution to international understanding and to the development of effective agencies for world peace.<sup>27</sup>

The foregoing discussion has pointed out the need for institutions of higher learning to give attention to the development of citizenship. Because of the complex nature of American society and the respon-

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<sup>27</sup> Francis J. Brown, "The Role of Higher Education in World Cooperation," Education for the Preservation of Democracy, p. 9.

sibility that has been placed upon America for world leadership, this need is probably greater at the present than at any other time in the history of the nation. As has been pointed out, it has become almost mandatory that more citizens have a better understanding of the American democratic form of government and the American way of life. This calls for consideration of the fundamental concepts of the democratic ideal as well as an understanding of the processes of government. There is need for emphasis upon the development of a sense of social responsibility that will, when the need arises, subordinate individual and private gain to the general welfare of society and the common good of all. To meet the responsibility of world leadership, there is a need for developing an understanding of the peoples and cultures of the rest of the world—for the American people to move toward an international outlook and way of thinking.

How well the colleges meet the responsibility placed upon them for developing citizenship will depend to a great extent upon the individual college teacher. In turn, how well the college teachers meet the responsibility will depend to a degree upon the preparation for college teaching. It seems that institutions devising programs of education for college teachers should give considerable attention to the factors considered in the foregoing discussion.

#### Contributing to the Frontiers of Knowledge Through Research

It has been only through continued research and experimentation that America has been able to accomplish the great technological develop-

ment that she has. There is no question as to the comforts and longevity of life that have been given to man through research. It has decreased his hours of labor and given him the leisure to pursue the richer and fuller life and to participate in many activities formerly denied to him. Medical research has determined the causes of many diseases and designed cures for them, thereby adding a number of years to the average life of man. Developments in transportation and communication have brought all parts of the world into closer proximity and to man a much greater knowledge. More and more man's intelligence is being freed for living a richer and fuller life.

Scientific and technological development brought about by continued research and experimentation has not only found solutions to many of man's problems, but it has, at the same time, created other problems oftentimes just as important and possibly of greater social potency. Many technological developments call for social, economic, and political adjustments to which research experts have given too little consideration and devotion. Failure to make adjustments to these technological changes often results in conflicts that may be more serious than the problem that they have solved. In this atomic age, the weapons that man has devised through scientific research may be responsible for the extermination of their creators. Many of the ills presently besetting society are due to conflicts in human relationships, an area to which research has given too little attention. Science has produced the atomic bomb. The control of it can only come through a workable set of human relationships that man may be able to devise. Research must be devoted to

the development of such relationships as well as to the extension of knowledge about the physical world.

The Report of the President's Commission on Higher Education expresses considerable concern over the lack of application of research toward solving social problems. In this connection, it is stated:

It is essential that we apply our trained intelligence and creative imagination, our scientific methods of investigation, our skills in invention and adaptation, as fully to the problems of human association as to the extension of knowledge about the physical world. This is what is meant by the development of "social technology" and "social invention."<sup>28</sup>

The Commission goes on to say that wonders have been worked by the application of technology to problems of the physical environment but the area of human relations has hardly been touched and bare recognition has been given to inventiveness in the social sphere. It is maintained that the United Nations and the UNESCO are inventions no less than the atomic bomb and are just as capable of technical improvement.<sup>29</sup>

The Commission contends that the American people have come to rely on good will, tolerance, and the cooperative spirit to make society function. The value of these factors is not discounted, and it is insisted that colleges must give consideration to their development. However, these are not considered to be enough; social mechanisms must be found to implement them.<sup>30</sup>

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<sup>28</sup>The Report of the President's Commission on Higher Education, op. cit., p. 20.

<sup>29</sup>Ibid.

<sup>30</sup>Ibid.



In giving further consideration to what is called social technology, it is stated:

It will take social science and social engineering to solve the problems of human relations. Our people must learn to respect the need for special knowledge and technical training in this field as they have come to defer to the expert in physics, chemistry, medicine, and other sciences. Relieving the tensions that produce war, for example, will require methods as specific and as technical as are those of aeronautics or electronics.<sup>31</sup>

It is further contended that the development of social technology is imperative because social institutions have not kept pace with scientific discoveries and technological application which have profoundly altered the physical environment in the space of only a few generations.<sup>32</sup>

Howard Mumford Jones, in his Education and World Tragedy, expresses concern over the cultural lag between the work of the scientist and the imperfections of the social process which makes use of the results of the scientist. He insists that education must concern itself with what happens when the results of scientific research are put to work in an industrial culture. In his own words:

The woeful gap presently existing between the physical and natural scientists and engineers on the one hand and the economist, sociologist, psychologist, and anthropologist on the other hand, is the most distressing fissure in our education as it is in our society.<sup>33</sup>

He contends that the economist, sociologist, psychologist, and anthropologist must join with the scientist in pointing out that when science

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<sup>31</sup> Ibid.

<sup>32</sup> Ibid.

<sup>33</sup> Jones, op. cit., p. 68.



invents something like the internal combustion engine, vast economic and sociological forces are set loose; that it is an error to keep scientific theory in one compartment and economic and social studies of a technological culture in another compartment. This he believes to be a mistake of the American system of education and the American culture.<sup>34</sup>

O. C. Carmichael in the book, The Changing Role of Higher Education, expresses concern over the emphasis on research in the natural sciences and the technological field, to the neglect of research in the social areas and in the realm of human relations. He maintains that the greatest achievement of science, the atomic bomb, which so far has been used mainly for destructive purposes, has carried doubt and fear throughout the world. He thinks that the cumulative effect of the vast range of technological discoveries over the past half century has exerted an even greater influence on society than the release of nuclear energy; that a large part of the unrest, anxiety, doubt, fear, and maladjustment permeating every area of the American social structure is largely due to the rapidly advancing technological development. As he states it:

. . . In a very real sense the domestic discord and international strife which characterizes our times have their roots in society's inability to adjust to the changes which a rapidly advancing science and technology make necessary.<sup>35</sup>

As a solution for the problem posed, he says that first an understanding of the problem must be brought about, the elements which comprise it, and the bearing of each upon the other. Then, there must be the most

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<sup>34</sup>Ibid., p. 99.

<sup>35</sup>O. C. Carmichael, The Changing Role of Higher Education, p. 46.

far-reaching search for the basic elements underlying the present unrest throughout the world. He thinks that investigation and experimentation in the field of human relations are mandatory for understanding the present forces which are in conflict.<sup>36</sup>

He poses as the paramount task of the twentieth century a diagnosis of the ills that beset American society and a prescription for their cure. He recognizes the overwhelming nature of the task, but he thinks that as the coordinated efforts of hundreds of scientists and huge expenditures of money produced the atomic bomb, a similar devotion by a vast army of workers in a coordinated attack upon some of the basic problems in human relations will give a solution to a number of the present social ills.<sup>37</sup>

Probably the strongest expression in behalf of the need of research in the social sciences is presented in a statement by Brown, made in reporting the results of an international conference of universities held at the University of Utrecht in 1948. The conference was attended by 135 delegates representing 115 institutions in thirty-four countries and members of thirteen international organizations. In stating some of the results of the conference, Brown says:

The delegates almost without exception admitted a growing imbalance in the curriculum between the physical science and the social science fields. But more specifically than in any other conference I have recently attended, they decried this imbalance and stated that much greater funds and greater efforts should be expended than at present on both instruction

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<sup>36</sup>Ibid., pp. 46-47.

<sup>37</sup>Ibid.

and research in the social sciences and in creative work in the humanities. They stated further that no university can afford to neglect the moral and aesthetic developments of its students, that special emphasis must be laid on the importance of fitting them for their role in community life, and that the university has a wide social responsibility to the nation and beyond the nation to humanity at large.<sup>38</sup>

What is to be the position of colleges relative to research?

There are no indications from the foregoing discussion that colleges should lessen their research efforts, nor are they likely to do so. On the other hand, with the money that is being given to universities by industry for research purposes and the interest that is being displayed in research projects by the government, indications are that colleges are likely to increase rather than to lessen their research efforts.<sup>39</sup>

The direction of these research efforts will depend upon the particular institution and, in part, may be determined by the industries contributing to colleges for research purposes. From the foregoing discussion, it appears to be of paramount importance that consideration be given to research in the realm of human relations and toward finding solutions to some of the present basic social problems. If such research is to be carried on, it seems that the colleges are in a favorable position for promoting and developing leadership for such an effort. The Report of the President's Commission on Higher Education places this responsibility upon the colleges. The Commission states:

. . . It is the peculiar responsibility of the college to train personnel and inaugurate extensive programs of research

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<sup>38</sup> Brown, op. cit., p. 12.

<sup>39</sup> Carmichael, op. cit., p. 52.

in social science and technology. To the extent that they have neglected this function in the past they should concentrate upon it in the decades just ahead.<sup>40</sup>

If colleges assume leadership in developing extensive programs of research in the social sciences, as seems desirable, it will make necessary a change in the preparation of college teachers with respect to research training. It will perhaps call for more extensive training than before; however, the training will be broader in scope. Rather than training offered in a restricted field to which only limited research techniques are applicable, it appears to call for training which will develop an understanding and facility to use research techniques applicable to a broader field or fields. It seems that programs of teacher education should be designed and directed toward these ends.

#### Educating for Leadership

Consciously or unconsciously, American colleges play a major role in developing the leaders of the nation, for leaders in the professions of medicine, law, engineering, the ministry, and others, and to a considerable extent, in business and industry, are products of the colleges. The decisions that these men make, the policies that they adopt, the influence that they exert upon the government and other groups in society affect almost every individual of every class in the social structure. Whether their influence and efforts are directed toward the common good and social betterment or toward private, selfish gain is determined by

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<sup>40</sup>The Report of the President's Commission on Higher Education, op. cit., p. 22.

the values to which they hold, and these, in part, are a reflection of the college education which they have received. Carmichael lays to the colleges primary responsibility for developing in these leaders the proper values and a social point of view. He states:

It is the teacher who introduces the profession to the would-be doctor, lawyer, teacher, engineer, or preacher. He not only guides the neophyte in the field of knowledge required by the profession and assists in developing skills and professional competence, but he imparts his philosophy of the profession and its relation to society. Thus the idealism of the leadership in all phases of American life is more largely affected by the teacher than anyone else. Hence the potential influence of those who "teach" is greater than those who "do" since the outlook, competence, skill, and motivation of the latter are derived in large part from the former. In short, the faculties of the colleges and universities of the country have greater power in their hands than any other group of similar size.<sup>41</sup>

And he goes on to say in light of these facts that it is clear that society's welfare is largely affected by the quality of the men and women who staff its institutions of higher learning.

The Report of the President's Commission also emphasizes the responsibility of the colleges for developing social values and social responsibility in the potential leaders that they graduate. The report states, "Business, industry, labor, agriculture, medicine, law, engineering, education . . . all these modes of association call for the voluntary development of codes of conduct, or revision of such codes as already exist, to harmonize the special interests of the group with the general welfare."<sup>42</sup> Towards these ends, higher education must inspire its graduates

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<sup>41</sup>Carmichael, op. cit., p. 52.

<sup>42</sup>Report of the President's Commission on Higher Education, op. cit., p. 10.



with high social aims as well as endow them with specialized information and technical skills. Teaching and learning must be invested with public purpose.<sup>43</sup>

Particularly, writers point out the important influence exerted by the colleges and especially by the graduate schools on educational leaders and the whole educational system. In this respect Jones makes these assertions: "The assumption is therefore a fair one that higher education determines, in a general way, the nature of primary and secondary education for tomorrow."<sup>44</sup> And, ". . . what is done in the graduate schools directly or indirectly affects the college of tomorrow and eventually the rest of education. If you trace the stream of educational influence to its source, you will usually find it begins with the training of young doctors of philosophy in the graduate school."<sup>45</sup>

In the same connection, the Report of the President's Commission makes the following statements:

. . . the graduate school has paramount influence. It is a powerful force in determining the course of American life and culture. What it does today determines in great part what the rest of education does tomorrow. It trains our college teachers and our research personnel. To it belongs the responsibility for scholarship and research, for advancement of the frontiers of knowledge, for the formulation of the fundamental values and standards of our intellectual life. . . .  
 . . . the policies and purposes of the graduate school,

<sup>43</sup>Ibid., p. 11.

<sup>44</sup>Jones, op. cit., p. 46.

<sup>45</sup>Ibid., p. 126.



then, are of primary concern to all education and to all America.<sup>46</sup>

There is a question in the minds of some writers as to whether the colleges have been properly meeting the responsibility placed upon them for developing leadership. This doubt is perhaps best expressed by Jones when he asserts the following:

For despite all our fine talk about "training for leadership" in American colleges, we do not train for leadership. Our schools mainly reflect the interests of dominant groups in our society, they do not direct their interest. They are what schools usually are, instruments of conservation rather than dynamics of social change.<sup>47</sup>

The foregoing discussion has pointed up the responsibility of the colleges for developing leadership for the nation. It has also raised the question as to whether the colleges have assumed their proper role in this respect. Whether the colleges are willing to assume this role will be evidenced by what future changes they are willing to make toward giving college teachers the education which will fit them more properly for the role they should play in developing leadership.

The Responsibility of Developing Individuals Who Are Socially and Personally Well Adjusted

The development of socially and personally well-adjusted individuals is important from two standpoints. First, it is important from the standpoint of the individual, for economic, social, and personal success

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<sup>46</sup> Report of the President's Commission on Higher Education, op. cit., pp. 84-85.

<sup>47</sup> Jones, op. cit., p. 44.

are dependent, to a large extent, upon the adjustments that the individual is able to make to his social and physical environment. Particularly is this a problem of major concern in the present complex, industrial, technological society, a society which is based to no small degree upon the interdependence of human relationships--a sort of relationship that often breeds conflicts in a variety of forms and produces tensions, varied in nature. For an individual to play his proper role in the present society, he must make many adjustments--adjustments which call for techniques in interpersonal and intergroup relationships which will make possible peaceful and amicable resolution of conflicts and provide avenues through which tensions can be constructively released. The colleges must help the individual in the development of such techniques. How they may be derived will depend upon the particular college and the individuals involved. In part, they may come from the organized curriculum, if properly designed. Part may come through personal guidance and counseling. Again they may come from the so-called extra-curricular activities and from participation in the campus life of the college. There are many avenues through which the development of such techniques may come. What any one college contributes to such education will depend to a large extent upon the teachers involved. Every teacher should be aware of the importance and value of giving individuals the type of education which will aid them in making social and personal adjustments, and the preparation for college teaching should be of a nature that it enables all teachers to contribute to such an education.

Then from the standpoint of society, it is important that the

colleges develop individuals who are socially and personally well adjusted. A well-ordered, dynamically advancing society cannot well result from individuals who are maladjusted and discontented in their social and personal living. Maladjustment, discontentment, cynicism, and insecurity make individuals much more susceptible to theories and ideologies which are inimical to the American way of life and make them more prone to follow paths of delinquency and ways of unfruitful endeavor. The colleges, then, as social institutions have a responsibility to provide education of such a nature, that individuals will derive from it integrated, well-balanced personalities. This is necessary for the general well being of society as well as for the happy, satisfying, and fruitful living of the individual.

There seems to be rather general agreement among educators that higher education should have as one of its important objectives the development of individuals who can satisfactorily adjust themselves to the elements of their social and physical environment. Agreement is not so readily apparent as to what sort of education should be offered to bring about these necessary adjustments. Obviously, much of the specialized, technical, and professional education traditionally offered by the colleges is ill adapted to the development of such a technique as discussed in the foregoing paragraphs. This sort of education develops special skills and techniques and offers knowledge in a narrow field, but it too often fails to show the relations of the area of specialization to related and allied fields and to areas of knowledge in general, and it almost completely ignores the matter of developing a proper sense of

values and training in personal and social adjustment.

Then what sort of training should colleges offer that will give individuals direction in developing personalities which will make them more adjustable to their environment? The Report of the President's Commission contends that this sort of training is best derived from what is termed "general education."<sup>48</sup> This is the point of view taken in the discussion. General education, as defined by the Commission, consists of those phases of non-specialized and non-vocational learning which should be the common experience of all educated individuals, education which gives the student the values, attitudes, knowledge and skills which will enable him to live better in a free society. It is education which "embraces ethical values, scientific generalisations and aesthetic conceptions as well as an understanding of the purposes and character of the political, economic, and social institutions that men have derived."<sup>49</sup>

In continuing the discussion on general education, the Commission maintains that its purpose should be understood in terms of performance and behavior and not in terms of mastering particular bodies of knowledge. The task of general education is considered to be that of providing the kind of learning and experience that will enable the student to attain certain basic outcomes. The outcomes referred to are worthy of consideration in this discussion, for they relate not only to the matter of social and personal adjustment, but also to all of the other topics

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<sup>48</sup>Report of the President's Commission on Higher Education, op. cit., pp. 48-49.

<sup>49</sup>Ibid.

considered in the discussion under the general heading, "The Role of Higher Education in a Democratic Society." It is felt that if the curricula of higher institutions were designed to make attainable for the individual these basic outcomes, much more would be done than has been done in the past toward developing happier and better adjusted individuals and toward the making of a better society and a fuller realization of our democratic ideal.

The basic outcomes which the report lists as being those which general education should produce are as follows:

1. To develop for the regulation of one's personal and civic life a code of behavior based on ethical principles consistent with democratic ideals.
2. To participate actively as an informed and responsible citizen in solving the social, economic, and political problems of one's community, State and Nation.
3. To realize the interdependence of the peoples of the world and one's personal responsibility for fostering international understanding and peace.
4. To understand the common phenomena in one's physical environment, to apply habits of scientific thought to both physical and civic problems, and to appreciate the implications of scientific discoveries for human welfare.
5. To understand the ideas of others and express one's own effectively.
6. To attain a satisfactory emotional and social adjustment.
7. To maintain and improve his own health and to cooperate actively and intelligently in solving community health problems.
8. To understand and enjoy literature, art, music, and other cultural activities as expressions of personal and social experiences, and to participate to some extent in some form of creative activity.
9. To acquire the knowledge and skills basic to satisfying family life.
10. To choose a socially useful and personally satisfying vocation that will permit one to use to the full his particular interest and abilities.



11. To acquire and use the skills and habits involved in critical and constructive thinking.<sup>50</sup>

These are the objectives the Commission poses as being worthy objectives of general education curricula in institutions of higher learning. If college curricula can be designed and directed to make attainable for the individual these outcomes, not only will a contribution be made toward developing better socially and personally adjusted individuals, but major steps will have been taken toward implementing the role of higher education as designated in the present discussion.

#### The Role of Higher Education in Relation to the Training of College Teachers

The foregoing discussion has pointed out the role of higher education in a democratic society as being that of providing vocational, or that type of education which prepares for earning a living, education that will provide desirable leadership in a democratic society, education designed to develop proper citizenship traits, education designed to make possible a contribution to the frontiers of knowledge through research, and education that will produce individuals with integrated personalities capable of adjusting to their social and physical environment. Some of the implications of this role in relation to the training of college teachers have already been pointed out. A great deal of the success with which any college carries out its role is dependent upon the teachers in the college, and the role that any particular teacher plays is to a large extent dependent upon the education received in preparation for

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<sup>50</sup>Ibid., pp. 50-58.



this role.

It seems rather obvious that if colleges are to implement the role of higher education as outlined above that the education traditionally offered by graduate schools in the way of preparation for college teaching is inadequate. A highly specialized training in a narrow field and the development of rather restricted and specialized research techniques along with a smattering of knowledge of one or two foreign languages is no longer adequate for the job that the college teacher must do. The role that has become necessary for the college teacher to play demands a much broader and more comprehensive training than that received in the past. It seems that the training of future college teachers should provide them with a thorough understanding of the nature of the present democratic society, the knowledge of its conflicts and problems, and their underlying causes. It should provide a thorough understanding of the nature of the American democratic form of government, its ideals, its processes and ways of working, and the characteristics that an individual must possess to live happily and effectively within the framework of such a government. It should produce an understanding of the role that the United States has come to play in the international situation and the nature and role of other cultures and their relation to the American culture. The effective college teacher must necessarily have some knowledge of the characteristics of the individuals whom they teach; a knowledge of their psychological, physiological, and social nature; and some cognizance of their problems and their aspirations. In light of the role of higher education, it seems

necessary that the college teacher should have knowledge of these things in addition to being well grounded in a special field and having the ability to use certain research techniques; and more than ever before, he must be able to see the relation of his area of specialization to other areas of knowledge and how the field of specialization fits into the general scheme of things in a democratic society.

To provide programs for prospective college teachers incorporating all of the factors mentioned above may confront graduate schools with what may appear to be insurmountable difficulties. But as has been pointed out, college teachers are one of the most powerful groups in society. They cannot do other than take their positions with the utmost seriousness. In so doing, it is necessary that they have proper education to help them accomplish the desired ends in the role they must assume. As to the specific nature of this education, more will be said later.

## CHAPTER III

### SOME EVALUATIONS OF COLLEGE TEACHING AND OPINIONS AS TO WHAT IS DESIRED OF COLLEGE TEACHERS

What demands are being made of college teachers and how adequately are they meeting these demands? These questions may be raised in any research which seeks to determine the type of education necessary for developing needed improvements, if any. Many individuals and groups of individuals have expressed themselves concerning the matter, both as to the qualities and the characteristics a college teacher should possess and as to the adequacy of his performance in the position that he has assumed. This chapter in giving consideration to a number of these expressions uses two types of data. Data which have been accumulating during the past few years are classified, analyzed, and evaluated. New data, obtained by means of a questionnaire sent to a group of in-service college teachers, have been added to fill some gaps in existing data.

First, attention is given to an evaluation by college students of the quality of teaching received from college instructors and the characteristics thought to be desirable in college teachers. These opinions are taken from studies completed during the past decade. Second, consideration is given to an appraisal of the present college teaching situation by in-service college teachers, and the quality of instruction received during their own college training. These appraisals are based primarily on questionnaire responses. Third, consideration is given to an appraisal by college administrators of the strengths and weaknesses

of college teachers as now trained in graduate schools, and administrators' opinions in regard to the characteristics considered desirable for teachers of lower division college classes. Administrative opinions are taken from two studies recently conducted and reported. And finally, the opinions of a representative group of writers in the field of higher education with respect to the effectiveness of college teaching and some of the inadequacies found to exist are considered.

#### What Students Desire in a College Teacher and Their Evaluation of College Teaching

The value, the validity, and the reliability of student evaluation of college teaching has been the source of rather heated discussion for some time. Arguments have been offered for it and against it. Those opposed, according to Remmers,<sup>1</sup> claim that students are immature, superficial, prejudiced, and are inclined to make snap judgments that are almost totally unreliable. They claim that student judgments are likely to be distorted by a variety of factors such as grades, fondness or dislike for the teachers, amount of work required, general attitude toward work, and seriousness of purpose as a college student. The statement below of a teacher taken from one of the questionnaires used in procuring data for a part of this study may well represent the opinion of those who are opposed to student evaluation of college teachers and college teaching. The statement is that of a teacher of philosophy who has just recently acquired the degree of Doctor of Philosophy from one of the more

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<sup>1</sup>H. H. Remmers, "Appraisal of College Teaching Through Rating and Student Opinion," The Study of College Instruction, p. 230.

reputable American graduate institutions. He states:

I think there is a great deal of nonsense being uttered about college teaching. Student evaluations are not worth the time they take, give the students an erroneous impression that they are qualified to judge and make for an unfortunate relationship between student and faculty.

On the other hand, there are those who believe that students can quite validly evaluate the instruction given them by their college teachers and that such evaluations are worth while when looking toward improvement of instruction. This group, according to Remmers,<sup>2</sup> claims that education in essence is democratic and student evaluation of the quality of instruction being given makes possible a wholesome kind of cooperative effort to improve learning. They further contend that any acceptable theory of learning stresses the significance of the learners' attitudes and that it is important to know these to be able to adjust to them or to change them. Those favoring student evaluation particularly stress the fact that the information obtained from the student is unique since only he observes the teaching process day after day. They point out that analysis of student opinion often calls attention to undesirable attitudes, to methods of instruction, and to personality traits of which the teacher is unaware, and that calling attention to these factors may increase the interest of the college staff in improving instruction. The supporters of student evaluation further maintain that administrators often use student hearsay in evaluating teacher performance, a practice which may lead to undue emphasis being placed upon the opinions of disgruntled

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<sup>2</sup>Ibid., pp. 231-233.

students who are likely to be more vocal in their criticisms. Thus, since some student opinions are used in evaluating instruction, it is thought that, if the opinions of all were used, the satisfied as well as the disgruntled, a more valid basis for evaluation would be derived.

After giving thorough consideration to the question, having presented arguments for and against, Remmers draws the following conclusions concerning the validity and reliability of student evaluation of instruction and instructors:

1. A considerable number of those who have used student ratings believe the procedure is useful for facilitating the educational process.
2. Knowledge of students' opinions and attitudes leads to the improvement of the teacher's personality.
3. There is some evidence that student opinion is positively related to achievement as measured by student examinations.
4. If twenty-five or more student ratings are averaged, they have as much reliability as do the better educational mental tests at present available.
5. Grades of students are not in general related to their ratings of teachers.
6. Evidence indicates that students discriminate reliably for different aspects of the teacher personality and of the course, and between different instructors and courses.
7. There is evidence showing that little if any relationship exists between students' rating of teachers and the judged difficulty of a particular course.
8. In a given institution there exists wide and important departmental differences in effectiveness of teaching as judged by student opinion.
9. The sex of the student raters bears little or no relationship to the ratings of teachers.
10. Popularity in extra-class activities of the teacher is probably not appreciably related to student ratings of a teacher.<sup>3</sup>

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<sup>3</sup>Ibid., pp. 233-234.



From Remmers' conclusions, it appears that student evaluation has sufficient validity to warrant giving consideration in this study to student opinions concerning the quality of their college instructors.

During the past few years several studies concerned with evaluations of college teachers by students have been made. One of the most recent and perhaps the most extensive is that conducted by the Committee on Improvement of Instruction of the Southern University Conference. The study was made during the school year 1949-1950 and was reported at the spring meeting of the Conference, April, 1950. The Committee conducted the study by writing to the deans of each of the member institutions (forty-nine in all, including three coordinate institutions) requesting that ten serious students, preferably seniors, be selected and asked to give their opinions on good teaching. In soliciting this information the students were urged to speak their minds freely, with the assurance that their names and the names of the institution would be kept in the strictest confidence. Approximately three hundred responses from thirty-one of the forty-nine institutions were received and analyzed.<sup>4</sup>

According to the Committee:

The student response was free, forthright and flavorful. The exhortation to "speak your mind freely" had evidently fallen on abundantly fertile ground. But most gratifying . . . was the abundant evidence of the ability of our students to aim directly at the heart of the matter, to put first things first, to give mature and constructive

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<sup>4</sup> Report of the Committee on Improvement of Instruction of the Southern University Conference, reported by Martha B. Lucas, Chairman, April 12, 1950, p. 1. (Mimeographed).

criticism on basic educational problems of which they are keenly aware and with which they are deeply concerned.<sup>5</sup>

The students first gave consideration to qualities they considered desirable in a college teacher. In this respect, the Committee states:

Special emphasis was placed by a majority of the students on a teacher's mastery of his subject. Not only should a teacher have keen intellect and intelligence, but he must also be so well informed in his subject field that relevant questions from the students will not find him inadequate or, at worst, evasive. Of equal importance to our students is a teacher's knowledge of related fields and his ability to co-ordinate his subject with that of other areas of knowledge. Particularly do our students stress their desire for teachers who are keeping abreast of developments in the field as well as in the world about them, in order that their teaching may be up to date and enlivened by frequent reference to contemporary problems.<sup>6</sup>

Along with knowledge of subject matter and ability to present it in an organized manner, a majority of the students placed a high valuation on a teacher's enthusiasm for his subject. They stressed such desirable qualities as imagination, originality, and youthful spirit. But along with enthusiasm, they want objectivity that will accord respect and recognition to the opinion of the student.<sup>7</sup>

Also a great number of the students stressed personality traits. According to their expressions, a college teacher must be not only a human being of high calibre but also a person of pleasing personality and appearance, dignity, refinement, and poise. Other factors such as quality of voice and use of good English were given consideration. A

<sup>5</sup>Ibid., p. 1.

<sup>6</sup>Ibid.

<sup>7</sup>Ibid., pp. 1-2.

sense of humor was rated as being of inestimable value in the personality of an effective teacher.<sup>8</sup>

Another recent study giving consideration to desirable and undesirable characteristics of a college teacher is that conducted by Bradley at Morgan State College in Baltimore, Maryland. The study included 694 students, 43.5 per cent of the total student body of the college. Of these, 29.7 per cent were freshmen, 30.5 per cent were sophomores, 24.2 per cent were juniors, and 15.7 per cent were seniors. The students were asked two questions: (1) What do you like about college teaching and teachers? and (2) What do you dislike about college teaching and teachers?<sup>9</sup>

The most frequently mentioned characteristics stated in answer to the first question were those which the author has listed under teaching efficiency. This included such factors as skillful and careful presentation of materials in the classroom, clear explanations, effective questioning, use of outlines and summaries, use of outside references, and individual and group projects. Also listed in this category were broad factors such as making application of material being taught to everyday living, motivation, and interest.<sup>10</sup>

The second most frequently mentioned desirable characteristic was that of personality. The students stated that they liked teachers who

<sup>8</sup>Ibid., p. 2.

<sup>9</sup>G. H. Bradley, "What Do College Students Like and Dislike About College Teaching and College Teachers," Educational Administration and Supervision, XXVI (February, 1950), 113-114.

<sup>10</sup>Ibid., pp. 114-115.

are emotionally mature, cheerful, friendly, human, considerate, who have a sense of humor, and who are easily approached and can understand their problems.<sup>11</sup>

In stating their dislikes of college teachers and college teaching, they rated lack of teaching efficiency as number one and personality as number two. These two top ranking undesirable characteristics are just the opposite of the two top ranking desirable characteristics. That is, under the lack of teaching efficiency, the students stated that they do not like teachers who fail to meet the needs of individuals, who fail "to put the subject across," or who fail to facilitate learning. And under lack of personality, it was stated that they do not like teachers who are hard to get along with, teachers who are arrogant, pompous, conceited, and temperamental. Ranking third and fourth on their list of dislikes were poorly constructed and administered tests and marks not given on a scientific basis.<sup>12</sup>

Having considered some of the qualities and characteristics which the college student finds it desirable for the college professor to possess, it is interesting to note some of their opinions regarding the quality of instruction which they are actually receiving from their professors. The Report of the Committee on the Improvement of Instruction of the Southern University Conference also gave consideration to this problem. The second general question asked the students by the Committee

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<sup>11</sup>Ibid., pp. 114-115.

<sup>12</sup>Ibid., pp. 117-118.

conducting the study was: "What criticisms do you have of the teaching you are now having?"<sup>13</sup>

To this question also the students responded quite freely and frankly. According to the Report of the Committee, the students are weary of the stereotyped lectures from crisp and yellow notes. As one student put it, "A teacher should not come to class without at least reading over the notes he made for the lecture fifteen years ago."<sup>14</sup>

Equal displeasure was expressed with respect to the present use of textbooks, which, according to the students, encourages memorisation instead of critical thinking. One of the students reacted to this situation as follows:

Most colleges today are nothing more than old fashioned red school houses multiplied many times. The outmoded lecture system is employed extensively. Whereas in ancient times, when books were rare, the lecture method was necessary, now that printing has brought books within the easy reach of all, the college professor should stop sounding like a textbook wired for sound.<sup>15</sup>

The Committee states, in further analyzing the students' evaluation, that it appears that too many professors spend so much time emphasising facts that they never quite get around to pointing out significance and general trends. Their presentation of courses is so compact and compartmentalized that students are given no sense of the relationship of a particular field of study with other areas of knowledge. Also

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<sup>13</sup> Report of the Committee on Improvement of Instruction of the Southern University Conference, op. cit., p. 1.

<sup>14</sup> Ibid., p. 2.

<sup>15</sup> Ibid., p. 2.



the students complain about the organization of their courses and about professors who wander irrelevantly in their lectures, giving the student no sense of direction or goals in the course and not infrequently waiting until the last few weeks of the semester to make a desperate effort to cover the materials so successfully avoided during the earlier months. The Committee reports that the students feel that some faculty members give courses at a too advanced level while others give courses of high school standard, and that assignments and quizzes are not sufficiently geared to the courses, that weeks and sometimes even months pass before papers are returned, and then with little or no comment.<sup>16</sup>

The Committee expresses the opinion that it is such facts as those just presented that caused a number of the students to state flatly that some of their teachers were unqualified to teach, not having the training or experience to make a class interesting or to direct successfully an educational experience. According to the Committee, particular dislike was expressed for teachers who are dogmatic, intolerant of views of others, who discourage questioning and discussion in class, and who are sarcastic in dealing with individuals.<sup>17</sup>

The students showed a great deal of discernment and insight into many of the problems involved in college teaching. They called attention to many problems that have frequently been pointed out by those interested in improving college teaching. For example, a criticism voiced by

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<sup>16</sup>Ibid., pp. 2-3.

<sup>17</sup>Ibid., p. 3.



one of the students relative to the attitude that administrators take toward professional promotion and professional advancement of college teachers is a criticism that has been pointed out by others over and over. This student states:

Administrative attitudes which "encourage" publication are largely responsible for the isolation of the teacher from his pupil. In current practice the teacher who wishes to succeed in his profession must, almost literally, publish or perish. His teaching becomes a side line, so to speak, for maintenance while he writes. It is little wonder that students often complain that they feel like intruders when they walk into a busy professor's office.<sup>18</sup>

A number of the students called attention to another problem which will be referred to frequently in the discussion that is to follow. This is the matter of lack of supervision of college teachers, particularly of beginning teachers. The following is a statement of one student with respect to this problem:

I think closer supervision by department heads might improve the teaching. They should check with teachers to see that they are covering the required material in the proper fashion. Also when a professor is added to the staff, the department head should audit some of his classes to see that he understands his duties, how to present his subject, and other general things about the new college situation.<sup>19</sup>

However, the Committee states that a number of the students expressed doubt that student criticism of teaching and departmental supervision of courses would be sufficient to guarantee good teaching. They think that most teachers stand sorely in need of special information on how to teach.

<sup>18</sup>Ibid.

<sup>19</sup>Ibid., p. 4.

Some recommendations were made to the effect that all instructors be required to take courses in educational techniques.<sup>20</sup> It will be interesting to note as the discussion progresses how many times the same criticisms pointed out by these students will be referred to by other critics of college teaching, including college teachers themselves.

Another recent evaluation of college teaching by students which is quite extensive and revealing is a study made by the Education Committee of the Harvard Student Council and reported under the title, Harvard Education 1948: The Students' View.

The study originated in 1948 when a committee was appointed to investigate the curtailment of the tutorial system that took place during World War II. From the outset the committee found that they would have to investigate many features of Harvard other than the tutorial, and before the completion of the study they found themselves investigating almost all areas of student life and education in the college. The final report has dealt with some of the underlying causes of many of the more important problems involved in college teaching. It gives consideration to the problem of student housing, social and campus life, guidance and counseling, and especial consideration to the evaluation of methods of teaching. They have given particular attention to the latter, evidently, because it is thought that here lies the basis for many of the problems of Harvard College. In the report it is stated:

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<sup>20</sup>Ibid.

It may strike the reader as odd that of all aspects of the Harvard scene that we have examined here, the unchanging fundamental lecture method of instruction has drawn our attention so consistently. To us it contains the key to most of the problems we raise. Lying at the heart of the entire Harvard scene are the lectures. On them everything depends, and around them everything rotates. The most fundamental and far reaching effect of this dependence has been nothing less than the atomization of the individual. Intellectually and emotionally the student sits alone in crowded lecture halls, passive if sometimes receptive. Tradition dignifies this colonisation with the mantle of individualism, but for many it merely means loneliness.<sup>21</sup>

Thus throughout the report, constant reference is made to the lecture system. Many of their observations may be worthy of consideration in the present discussion, for it is the opinion of many of the critics of college teaching that the too universally used lecture method is one of the problems involved in college instruction in numerous other institutions.

In the report it is stated that the system of large scale lecture courses developed from the argument that it is more economical to have a few great men in each field to speak to as many students as possible. It is pointed out that every Harvard freshman learns it is better to be ten feet from greatness than one foot from mediocrity. However, the Harvard students do not feel that this is necessarily true. One student states, "Probably the only way one can contact the great minds is in large lecture groups. For some subjects though a great mind isn't any better than a man who can teach."<sup>22</sup> Another says, "There seems to be

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<sup>21</sup>Special Committee on Education of the Harvard Student Council, Harvard Education 1948: The Students' View, pp. 8-9.

<sup>22</sup>Ibid., p. 23.

little excuse for a lecture system as long as we do not have lecturers who can teach, communicate thought, method, above all a bit of enthusiasm for the task at hand."<sup>23</sup>

The value of the lecture system is recognised under certain conditions where perhaps the material is not readily available in organised and readable form and the students can profit by having the professor synthesise the material and present it in an understandable way. On the other hand, it is pointed out, the student's ability to read should not be overlooked and reading should be encouraged. The suggestion is made that many times it would be profitable if the lecture were handed to the student in mimeographed form. This procedure is thought to be justified in many cases for then, "The student could attend lectures with a set of notes in front of him and devote himself to understanding the inter-relations of his materials—he can follow the lecturer's interpretative remarks instead of losing them in the process of getting down data."<sup>24</sup>

In other ways the lecture system is touched on in the report. It is pointed out that the ability to think usefully is an active process which cannot be learned by passive means. And the lecture system, it is thought, leads to a passiveness on the part of the student, primarily because it does not provide a two-way system of communication between teacher and student. It is stated that the lecture system is valuable in developing the ability to think only to the extent that one

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<sup>23</sup>Ibid.

<sup>24</sup>Ibid., p. 24.

can learn by observing the example of a man who supposedly already knows how. The following quotation summarizes the general attitude toward the lecture system:

It is distressing to contemplate the fact that despite the universal dependence on the lecture system, the real keynote to education--learning to think, learning to read, and learning to work effectively in groups--are aims that are achieved less in the lectures than anywhere else.<sup>25</sup>

The sections, which are small groups or classes that are used in connection with the lecture system, are also rather strongly criticized. It is stated that the smaller classes are rarely thought of as a method of teaching. The section leaders, except in rare cases, neither try to provide incentives for the student to make his studies a part of himself nor try to foster genuine group discussion. In many cases, it is pointed out, the student who actually makes it a habit to speak up in class is regarded with annoyance or resentment by both his classmates and his instructor, and that the notion of active interchange of give and take in discussion is remote much of the time. As a result, in too many cases the sections are little more than group policing, with quizzes as a frequent and irksome feature, used simply to insure that students complete the required reading for the week or to prepare for examinations.<sup>26</sup>

The basic problem of teacher personnel is thought to be a cause of the condition described above. Again student opinions are given to point up the general student reaction to the existing condition. One

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<sup>25</sup>Ibid., p. 26.

<sup>26</sup>Ibid., p. 28.

student states:

For a college of its importance and tradition, the teaching level is rather low. If teachers went through a course in teaching or even were given a pamphlet on the subject, they would at least make themselves intelligible.<sup>27</sup>

Another states somewhat more emphatically: "The faculty as a whole may be excellent scholars and well-known men but they are . . . poor teachers."<sup>28</sup>

In considering one of the primary causes of the poor instruction which they are receiving, the students touch on the ever-recurring administrative problem of faculty selection and promotion. It is stated in the report that in the selection of faculty members at Harvard, teaching ability is simply not a criterion. The following quotations are offered as being typical of the student's point of view concerning the situation:

In Harvard the scholar comes first; if the scholar is also a teacher that is a mere coincidence. Recognition of this distinction should be made. Put the scholars in the graduate school and the teachers into the college.<sup>29</sup>

And another says: "The teachers as a whole are more scholars than teachers."<sup>30</sup> And in the summary of the discussion a general statement is made:

Much of the teaching problem will remain unsolved until teaching ability becomes the focus of reward, until those men are recognized who can develop skill in giving others

<sup>27</sup>Ibid.

<sup>28</sup>Ibid.

<sup>29</sup>Ibid.

<sup>30</sup>Ibid.



the incentive to learn, explore and discuss.<sup>31</sup>

As previously stated, the report gives consideration to many of the important phases of the teaching and educational process. In the way of evaluation, it is thought that the present Harvard system of examinations is quite inadequate. The system is compared to a bear trap and considered to be quite negative in nature; a system which attempts to find the lack of knowledge rather than positive evidences of it. The instructors are reminded that a great deal of the motivation of students comes from the type of examinations that they anticipate, and it is indicated that the Harvard students think that their instructors should use the type of examination that will lead them to derive maximum benefit from their courses.<sup>32</sup>

Concerning guidance, the report gives evidence to indicate that the Harvard student thinks that the guidance which he receives is quite inadequate. It is thought that there is too little contact between the teacher and the student and too little personal interest in the welfare of the undergraduate. In general, it is indicated that the basic assumption of the university, that the Harvard undergraduate is mature and knows where he is going, is false; that because of a lack of guidance and personal interest he often becomes apathetic, which results, in many cases, in his failure to derive the maximum benefit from his educational endeavor.<sup>33</sup>

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<sup>31</sup>Ibid.

<sup>32</sup>Ibid., pp. 47-54.

<sup>33</sup>Ibid., p. 60.

It is stated in the conclusion of the report that it can be summarized in one idea, and that is:

We believe that Harvard education has failed to assess or recognize the implications of the basic problems of the teacher-centered versus student-oriented education. It is the difference in viewing a college as an institution in which teachers teach as opposed to one in which students learn. Of the thousands of students who attend lectures, read books, and take examinations, only a very few are able to extract maximum benefit from the institution. The educational machine operates with an inefficiency quite intolerable in most other phases of modern life.<sup>34</sup>

This evaluation by the Harvard students of the quality of instruction which they are receiving is thought-provoking. It should not only cause the Harvard staff to stop and take stock of the present situation but perhaps other colleges as well. The report takes on more significance when it is taken into consideration that Harvard traditionally has held and continues to hold a position of leadership among American institutions of higher learning, and when it is taken into account that they are able to retain on their staff many scholars of high standing and national reputation, and are able to pick their students almost at will. If there is the degree of dissatisfaction among the Harvard students indicated in the report just considered, the question may arise if there is not an equal or even a greater degree of dissatisfaction in other institutions less favored financially and otherwise than Harvard, and which generally have a more heterogeneous student body.

In another article, "The Veteran Flunks the Professor: A C.I. Indictment of Our Institutions of Higher Learning," Vinocour gives the

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<sup>34</sup>Ibid.

evaluation of a more mature group of students with respect to the quality of their college education and their college instructors. Vinocour, a veteran of World War II, at the time of the publication of the article was director of forensics at the University of Nevada. He states that during the year previous to the writing of the article he traveled 7,000 miles and talked to veterans, both faculty and students, in nearly 100 colleges. He says that he found everywhere the opinion the same and that opinion is an indictment of the American institutions of higher education.<sup>35</sup> In his own words:

If pedagogic desks were reversed and the veteran in college were given a chance to grade his professor, he would give him a big red "F" and rate him as antiquated, insipid, and ineffective.

What is more if the veterans were trustees of a majority of American colleges and universities, they would start a house cleaning that would extend from university policy and curricula down through antediluvian buildings and equipment. They would include the ossified teaching methods and pre-historic ideas of their mummified professors.<sup>36</sup>

In considering what the veteran wants out of college, Vinocour states that he wants more competent instruction. From the survey made, some of the criticisms of college instruction are listed. Among these are such factors as vagueness, constant stuttering, unwillingness of instructors to admit they are wrong, incoherent lectures, antiquated data included in lectures—some going back to 1910—sarcastic replies, antagonistic attitudes, and bias on the part of instructors to the extent

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<sup>35</sup>S. M. Vinocour, "The Veteran Flunks the Professor: G. I. Indictment of Our Institutions of Higher Learning," School and Society, LXVI (October 18, 1947), 289.

<sup>36</sup>Ibid.

that the student must agree with the professor to pass his courses. Vinocour indicates that the criticism most frequently mentioned by the veteran student is that teaching is not only incompetent but it is antiquated and unrealistic.<sup>37</sup> In summarizing the opinions of the college veteran as he surveyed them, he states:

We must realize that he does not want a textbook wired for sound, a doddering bigot living in the past, or one who is unhelpful, unsympathetic, and downright inefficient. The veteran wants some downright, modern, practical and realistic courses. He refuses to work with obsolete equipment, and he would love to start a house cleaning of most university administration.<sup>38</sup>

The writer realizes, in including this article in the present discussion, that many of the veterans have graduated and left the college scene, and that perhaps some of the conditions with which they found fault have been improved. Yet, the question may arise as to how many of the basic factors, such as methods of teaching, attitudes of professors, administrative problems and practices have undergone any great change. If many of these same veterans were to return to the campus today, it is entirely possible that they would still find many of the conditions criticised in this article still in existence. At least that seems to be the opinion of students that have more recently expressed themselves concerning the matter.

So far consideration has been given to student evaluation of college teachers and college instruction of students who are still in college. An article by Johnson gives the evaluation of a group who having

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<sup>37</sup>Ibid., p. 291.

<sup>38</sup>Ibid., p. 292.

passed from the college scene are able to look back and review their college experience and evaluate it, their college teachers, and the quality of their instruction.<sup>39</sup> This was done in light of how well they were prepared to meet life's problems and the problems of their chosen profession. The study included fifty-seven elementary and ninety-eight high school teachers which number may appear to be comparatively small, but the study takes on greater significance when it is taken into consideration that it includes representatives of 187 institutions of higher education and 4,814 student-teacher relations in universities, liberal arts colleges, teachers colleges, and junior colleges.

The data collected and presented showed definitely that these elementary and high school teachers did not always get from their college experience the information and training which would serve them to the best advantage. The lack was attributed generally to the broad chasm between impractical theories presented and the artificial practice-teaching conditions provided in the colleges and the usual teaching conditions in which the teachers found themselves.<sup>40</sup>

The data tended to show that the more advanced a student is in college, the more he feels cramped by petty or insignificant requirements. And according to Johnson, many statements were made by the teachers to the effect that college professors in their relative security and freedom

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<sup>39</sup> L. W. Johnson, "Quality of College Teaching: Reaction of Elementary Teachers and High-School Teachers to Their College Teachers and to College Teaching," Journal of Higher Education, XII (November, 1942), 428.

<sup>40</sup> Ibid., pp. 429-430.



from supervision and their numerous personal interests, become lethargic and indifferent to their professional responsibilities and insist on following outlines and prescriptions of years standing regardless of their abilities, and the needs, and even the requests of students. And in addition, a majority of the teachers expressed some feeling to indicate that they think that college teachers are dogmatic, prejudiced, and intolerant of opinions contrary to their own. Of the 155 teachers included in the study, 111 were inclined to believe that a student could think what he pleased but that he should be careful as to what he says in a college course.<sup>41</sup>

Both elementary and high school teachers designated discussion as the most thought provoking type of recitation, lecture as the most time saving, and demonstration as the type for most effective presentation. The high school group rated laboratory, and the elementary rated demonstration, as the type from which the most practical benefits could be derived.<sup>42</sup>

Another student evaluation of college teaching is presented by Kilcoyne. This study may be worthy of particular note since it shows a much more favorable reaction on the part of the students to their college teachers and to the quality of instruction received than do the other student evaluations presented. The study was conducted at Brooklyn College and included 7,000 students, over 90 per cent of the total

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<sup>41</sup>Ibid., p. 430.

<sup>42</sup>Ibid.



student body.<sup>43</sup>

The general views and summary taken from the study are as follows:

1. Brooklyn College students want and are getting a high level of scholarly competence, in some cases exceeding the expectations of the students.
2. They want and are getting instructors able to provide adequate explanation of their subject except in physical science.
3. Students are not receiving, particularly in the arts and social sciences, the stimulation to thinking on which they place the highest value.
4. Students value highly a teacher's ability to organize and present materials and they are getting teachers with this ability.
5. The students value enthusiasm on the part of a teacher for the subject being taught. The Brooklyn teachers exceed student expectations in this respect in the political and social sciences and to a smaller degree in other subjects.<sup>44</sup>

As already stated, this study shows a more favorable reaction of the student to his college teaching. However, the valuation placed on the stimulation of thought, which is the weakest trait shown by the Brooklyn teachers, is a challenge to those teachers who contend that college students are apathetic, mentally lazy, and do not want to think.

The opinions of different groups of college students regarding their college teachers and the quality of their college instruction have been presented in the foregoing discussion. It is found that when they were given an opportunity to express themselves freely, they did so

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<sup>43</sup>Frances P. Kilcoyne, "He Sure Knows His Stuff, but He Is a Lousy Teacher," School and Society, XXIX (June 8, 1949), 427.

<sup>44</sup>Ibid., p. 438.

quite frankly and with a great deal of perception and insight. Generally, the students represented by the studies presented are dissatisfied with college teaching as they view it, the notable exception being those of Brooklyn College. However, that is not to say that it is thought that no high quality of instruction is being received. But when the situation is viewed as a whole, the feeling among the students seems to be that they are not getting the instruction on which they place the highest value.

#### Some Evaluations of Present College Teaching by College Teachers

Of all groups concerned with college teaching other than students, in-service college teachers probably know more about existing conditions in the field than any others. They, perhaps, have not been as vocal concerning the situation as have some other groups, but a recent article by Kenneth Ward Hooker, an English professor at Bucknell University, indicates that college teachers are not unaware of existing conditions and are not entirely well pleased with them.

Hooker begins the article by saying that since the publication of the Harvard Committee Report, Education in a Free Society, most liberal arts colleges have reacted to the suggestions of the Harvard and other committees by pruning some of the luxuriant new growth of college courses and adopting a "core curriculum" of required general studies that are agreed to be essential to the education of all students. He does not try to evaluate this type of curriculum, for he thinks that not enough

time has elapsed to do so validly. The factor of major concern to him is that with the incoming of the new curriculum, no changes in class work or teaching methods have been considered.<sup>45</sup> He states:

But of the resulting changes in class work and teaching something can be said: the curriculum is not taught any better than the old one, and few administrators have even attempted to apply new standards to teachers of the new disciplines.<sup>46</sup>

It is evident that he thinks present teaching methods are not adequate and that good teaching is not receiving the consideration that it should, resulting in a failure on the part of the students to derive the maximum benefit from their college experience. In this respect he states:

A common feeling among college students at graduation is that they have just emerged from a theatre, where they were spectators at a long matinee. Their fathers or perhaps their collective uncles had paid for the show, enabling them to sit comfortably in their balcony seats with nothing to do but listen and occasionally scribble something on their program notes, while the performers exerted themselves admirably upon the stage. It had been a long performance, sometimes entertaining, sometimes not, and when they came out it was dark.<sup>47</sup>

To substantiate his point of view, Hooker gives a quotation from Harry J. Carmen, who asserts:

The majority of college teachers do not know how to teach. Our college staffs are weighted with well meaning but often dull and routine people . . . again one looks in vain for

<sup>45</sup>Kenneth Ward Hooker, "College Teaching: The Loneliest Profession," American Association of University Professors, XXIV (Winter, 1949), 643.

<sup>46</sup>Ibid., p. 643.

<sup>47</sup>Ibid.

evidence of purpose in the classroom, lecture hall and laboratory. The only apparent purpose the observer can discover is to fill the intervals from bell to bell with another segment of the subject matter of the course which the student could and should acquire for himself.<sup>48</sup>

The statement from Carmen is considered to have a great deal of significance since his is perhaps the most authoritative voice that has been raised in a plea for a new kind of teaching that will vitalize the new curriculum. However, Hooker says the same ideas and objections are raised at the professional meetings and they usually come from the professors themselves,<sup>49</sup> a fact worthy of note. The underlying cause of the failure in teaching the new curriculum is thought to be curiously simple, namely that "College professors continue to act like performers because they are still rewarded for their performance not for their teaching. Certain conditions of academic careers, certain customs and ideas that prevail among administrators, militate against reform in the standard of teaching."<sup>50</sup>

One of the administrative customs which Hooker thinks stands in the way of teaching reform is the attitude toward production in the field of research. He states:

. . . the publication of research has become the principal index of a college teacher's effectiveness, the Procrustean law of administrators. Candidates for the academic career learn this lesson almost as soon as they

<sup>48</sup> Ibid.

<sup>49</sup> Ibid.

<sup>50</sup> Ibid., p. 645.

apply for a college position.<sup>51</sup>

The emphasis put on research by administrators is considered to affect teaching quite adversely, resulting in a dilemma for the beginning teacher who is interested in teaching. The dilemma is described as follows:

. . . All too frequently, the effect is to reward college teachers for neglecting their students--the teacher is confronted with a dilemma: he is to be paid for his classroom work (and for lower ranks in many institutions, salary is related directly to the number of sections taught) but all of his hopes for advancement must be founded upon another enterprise that is quite different from teaching.<sup>52</sup>

The dilemma of the graduate assistant or young instructor who is simultaneously teaching and pursuing an advanced degree is also rather aptly described:

Everything is set up to make the simultaneous pursuit of these goals an impossibility. If the novice instructor prepares himself adequately for the next day's teaching and corrects the students' papers he has not time left for research, and yet he knows that failure to complete the research will put an end to his teaching career. Even in the summer, which is supposedly the time for intellectual refreshment and renewal for teachers, he is usually forced into some routine by economic necessity. What wonder, then, if he yields to the temptation to complete his research by sacrificing the preparation of his daily classes? Why should he resist it? The administrative officers will not consider how well he taught his students. They will consider whether he secured his degree.<sup>53</sup>

In further considering the emphasis of administrators on research and publication, Hooker says that administrators have made changes

<sup>51</sup> Ibid., p. 646.

<sup>52</sup> Ibid., pp. 646-647.

<sup>53</sup> Ibid., p. 647.

in the curriculum but none whatsoever in the standards of teaching. Failure to make changes in standards of teaching is due to the fact that administrators have used only the tangible evidences of so-called scholarship for evaluation of teacher performance and have left the intangible evidences of teaching to chance or guess work. In this connection he states:

. . . Articles in the professional journals, learned monographs, and dissertations are tangible; all of them can be weighed and counted, while some of them can even be read. But no one has stumbled upon a way and few have been interested in a way of finding out whether teaching is good or bad so that the important function of academic institutions is vested in the deepest secrecy.<sup>54</sup>

Another of the administrative customs which Hooker lists as militating against the improvement of teaching is the ancient, honored custom of never observing a teacher at work in the classroom either before or after employment. Before a teacher is employed, states Hooker, he will be scrutinised closely, his record, list of publications, and his letters of recommendation from other administrators who also have never observed him in a classroom. After appointment, records will be kept of the additions to his publications, a little will be learned about him by heresay, and perhaps a questionnaire from his students will be read, but still the professor will not have been observed at work in his classroom.<sup>55</sup>

He says that administrators claim they do not supervise teachers

<sup>54</sup>Ibid., p. 649.

<sup>55</sup>Ibid., p. 649.



for fear of embarrassing them; however, he thinks that this is not a valid excuse, and calls attention to the tensions under which other professional people are placed. As examples, he refers to the intense tension that a surgeon has to undergo before an important operation, the football coach before and during a big game, and actors and concert musicians who must almost continuously overcome the tension of stage fright.<sup>56</sup>

For those who are interested in doing effective, stimulating college teaching, Hooker ends his article on a rather discouraging note.

He states:

To the man or woman who is really interested in teaching, American colleges now offer a very meager career. He will have, in the responses of his students, a kind of personal reward every day; but he must resign himself to a life of obscurity and frustration, living not in an ivory tower but on a dingy side street. For him teaching will be the loneliest profession in the world.<sup>57</sup>

In allotting space to a rather detailed discussion of Hooker's article, it may appear that too much consideration is being given to the opinion of a single college teacher. However, a comparison of the opinions of Hooker with some of the statements made in responding to the questionnaire used in this study indicates that he is voicing the opinions of a number of college teachers. Some of the statements given in the questionnaire responses with respect to the over-emphasis on research and a teacher's publications, the lack of emphasis on high quality

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<sup>56</sup>Ibid., p. 650.

<sup>57</sup>Ibid.

teaching, and the lack of supervision of college teaching, so closely resemble the criticisms offered by Hooker, it might appear that the respondees had collaborated with him in writing the article. A number of the teachers gave their opinions with respect to the present college teaching situation and gave an evaluation of their own college teachers, even though this information was not asked for in the questionnaire. Some spoke only of the teachers they had in college, while others expressed themselves with respect to the present college teaching situation in general, a few at considerable length. Several spoke very favorably of their college teachers, at least some of them. There were those who rated the influence of teachers as being the most important factor in their college experience. However, such statements were usually confined to only a few teachers, to a major or a minor professor, or, at the most, to a small group of professors. The following are expressions from some of the teachers who viewed their college teachers with favor and thought they were greatly influenced by them. The statements were given in answer to Question IV of the questionnaire which asked for information from teachers concerning some of the things in their college experience that had been of great value to them in preparing for college teaching.<sup>58</sup>

Teacher of Library Science: Witnessing excellent teaching methods by the few superior teachers I had—out of sixty—about five.

Teacher of Forestry: Association with two professors of

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<sup>58</sup> Appendix, I.

high scholarly attainment of national reputation and great zeal in their teaching work.

Teacher of Business Administration: Association with three great teachers.

Teacher of Engineering: Having good teachers who developed my interest in the field.

Teacher of Sociology: The instruction of stimulating college professors who challenged student thinking and served as an inspiration to "go thou and do likewise."

Teacher of Political Science: Class observation of the teaching techniques of good and bad teachers—successful and unsuccessful lecturers—those who could stimulate student interest and those who could not.

Teacher of Political Science: The examples (both shining and horrible) of the men who taught me left a deeper impression than any methods course I could have taken.

Teacher of Horticulture: Greatest value came from having some outstanding teachers under whom I had a chance to study.

The above quotations represent the teachers who viewed their college teachers and their teaching favorably. The following quotations represent the teachers who found their college instruction inadequate. The statements were given in answer to Question IV (7) on the questionnaire which asked college teachers to review their college training and make suggestions as to how it might have been improved;<sup>59</sup>

Teacher of Business Law: More qualified teachers during my college and university training.

Teacher of Mechanical Engineering: The application of better teaching methods on the part of my own teachers.

Teacher of Journalism: For the university to have fired

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<sup>59</sup>Appendix, I.

the swindlers who got paid for teaching me something but couldn't because they had neither the interest, know-how, or intellectual stamina to do more than a sloppy job in the classroom.

Teacher of Economics: More adequate teachers.

Teacher of Mathematics: More excellent teachers on the faculty.

Teacher of Chemistry: More excellent teachers on the faculty, for example.

Teacher of Business Administration: Easily one-third of my teachers wasted my time, did not know how to teach, and were not qualified. There was too little attempt to integrate knowledge or place facts from various fields in their proper relation to another.

From these quotations, it is seen that there is a difference of opinion among in-service college teachers concerning their instructors and the quality of instruction received while in college. When the teachers spoke of college teaching in general, their expressions were almost entirely unfavorable. As previously stated, a number of the statements substantiate very strongly some of the criticisms made by Hooker. One of the conditions about which a number of the teachers seemed concerned, a factor considered at quite some length by Hooker, was the over emphasis on research. Both the graduate schools and college administrators were blamed for this situation. The following quotations taken from the questionnaire responses express the feeling of some of the teachers concerning this problem:

Teacher of Journalism: There is altogether too much emphasis on a teacher's production (books, articles, poems, monographs, research papers, etc.) and too little attention paid to the quality of teaching. I know no college that hires a teacher on the recommendation of a committee (of say three) who have heard him teach. This is common when churches hire a new minister.

Teacher of Mathematics: Too many professors are under pressure to do research and to publish—at the expense of good expository teaching. Many courses are sloppily organized because the professor who organizes the courses cannot devote adequate time to it. Administrators give no recognition to the good teacher—only to the person who writes a book—even if it is a bad one.

Teacher of Journalism: Pressure for research has produced college teachers unfit for the classroom—completely out of touch with current thinking. They lose a sense of human values that make them difficult to deal with.

Teacher of Humanities: There seems to be no clear understanding in graduate school of the distinction between training for research and college teaching. Preparation for the former is broad, for the latter (with a few exceptions) almost non-existent. Yet it is only by coincidence that an outstanding research worker is also a successful teacher. This situation brings about poor teaching results for students and staff alike.

Teacher of Geography: There is too much emphasis on producing research experts; not enough emphasis on broad understandings and interrelationships. Graduate schools should accept the responsibility for educating teachers as well as research persons. They are not necessarily the same and require different approaches.

A teacher of electrical engineering, evidently personally feeling the pressure of the research emphasis, stated as his main teaching problem: "Reconciling myself to the fact that if I choose to concentrate on scholarship and good teaching, I must accept the more rapid rise of my colleagues who concentrate on research."

From these quotations it is seen that some college teachers blame the graduate school for the present emphasis on research. In addition to this failing, other teachers blame them for turning out college teachers who are too specialized and too narrowly trained, with little conception of teaching techniques and ability to put across the



subject matter in which they are so highly specialized. The following quotations indicate the feeling of these teachers:

Teacher of Mathematics Education: It is my opinion that many college teachers are too narrowly specialized in training and experience. They tend accordingly to present their subject as if all of their students are embarking on similar careers of specialization.

Teacher of English: Subject matter is important and necessary, but many products of graduate schools have no experience or ability to teach college students or high school students for that matter.

Teacher of Science: Graduate training is so specialized one is not immediately prepared to teach beginning courses even in his own field—one learns only by doing at the expense of his own students.

Teacher of History: Graduate students without any teaching experience usually begin giving graduate courses to freshmen. Some attention to levels of learning might correct this.

Teacher of Engineering: Most college teachers are well grounded in the subject matter taught, but lacking in a knowledge of the best way to "put it across."

Another matter about which the teachers expressed themselves was the lack of supervision of college teachers in the classroom. An English teacher stated:

It is my well-considered opinion that all beginning teachers and many more or less experienced teachers should receive the benefit of intelligent, diplomatic, constructive supervision. There is as much bad teaching on the college level as anywhere whatsoever and much of it never comes to the attention of the administrator.

Concerning the same matter a teacher of business administration says: "The lack of helpful supervision is a major problem in many colleges and universities." This teacher goes on and gives an example of a beginning teacher with whom he had taught. He says the young teacher



was well qualified in his subject, but after a short period of teaching, he was notified by the department head that he would no longer be retained on the staff of the college and was given further information to the effect that he could not teach and should not have entered the teaching profession. The teacher relating the incident says that the young man concerned had never received any supervision and was not aware until the interview in which he was dismissed that his teaching was unsatisfactory, and then was not told in what areas he had failed.

This teacher, further discussing the matter, said:

Faculty evaluation for promotion and salary raises are not always based on teaching ability which should be the most important element in the rating scale. Evaluation is often based on inadequate evidence, evaluated subjectively.

A teacher of journalism evidently felt quite strongly about the lack of supervision of college teachers and the lack of emphasis on good teaching. In stating his views, he expressed himself in a rather humorous way, humorous if one does not stop to realize the full significance of the condition which he so aptly describes. He asserted:

There definitely should be supervision of college teachers. I have never had any administrative officer in my class in four years. For all they know, I may be the world's worst teacher. Their only, or rather their most general, source of information is from students. Too often the disgruntled student is vocal in his complaint, while the satisfied student who gets much from the course says nothing. A teacher can write an article or an occasional textbook or do some research then be regarded as an academic whiz. All the while he may be doing an extremely poor job. One reason we have so much poor teaching is that no one really cares what goes on in the classroom as long as the professor is fully clothed and doesn't pinch the co-eds.

The greatest factor for encouraging inefficiency, next to paying wages by the hour instead of actual production,

in the country today is the so-called "academic freedom" farce. Why shouldn't a teacher be visited by the boss who is paying his salary? Do bank tellers have "financial freedom" and shoo out the auditor who sees if everything is on the up-and-up? Public school teachers are visited by supervisors—only in college can a man make a living, or rather live on what he makes as most of us have to do, without passing scrutiny of his employer.

In addition to the factors already mentioned, other conditions considered inimical to a high quality of instruction were considered by various teachers. A civil engineer touched on another problem which was pointed out by Hooker as being one of the things avoided by administrators. This is the evaluation of the instructor's ability to teach before appointment to a position. He asserted:

Some evaluation of the instructor's ability should be made prior to appointment. The mere possession of technical knowledge or degrees does not insure an ability to teach. Too many teachers have subject knowledge, but cannot present the material so the student can understand.

Others of the respondents expressed a feeling that college teachers should have some experience before undertaking college teaching. A teacher of speech stated:

In my own field in which methods of presentation is under constant scrutiny of our students, I feel that a great mistake is made when men are permitted to go straight through graduate school to a Ph. D. with no teaching experience. I have seen such men fail miserably to reach the level of their students in their teaching, to be stilted, dull and all in all to be in their persons direct contradictions of the principles of effective speaking.

Concerning the same matter a teacher of commerce offered the following opinion:

I think every college teacher should have had previous high school teaching experience. Some of the poorest teaching

in college, in my opinion, is done by those just out of graduate school who have had no teaching experience of any kind.

A teacher of education:

. . . I feel that experience in teaching in a high school (or elementary school) should be required for college teaching or else a regular internship program should be followed. College teachers need instruction in how to teach.

Another advocate of high school or elementary school experience for the college teacher said:

I think no person should teach a college class until he has had some experience in high school or elementary school teaching. There are too many college teachers who have no conception of working with people. They think only of subject matter.

A history teacher evidently considering the lack of more effective teaching at the college level to be a serious matter, expressed himself at considerable length in describing the situation as he sees it and offered as a partial solution the careful screening of people admitted to the profession. He said:

As a career, teaching often become humdrum, boresome slavery because of lack of proper rewards, because being often compelled to teach things you are not interested in, because of the necessity for "politicking" when you should be doing something creative. Teachers go to seed and become puffy despots and their brains rot or dry up. There should be some way out of this. Many very likely should be invited to take up other careers.

It is hard to say what a good teacher consists of. Many a business man is spoiled to make a good teacher and vice-versa. People are too often allowed to rush into teaching because they are afraid to try anything else or to use it as a stop gap. A more careful screening that would produce consecrated teachers and would, if possible, produce vigorous thinkers and liberal minded people without producing crackpots, cynics, rebels, and social trouble-makers.

Such a screening is not easy. Perhaps we may never expect such paragons of virtue as I specify. But after nearly thirty years as a teacher, I am profoundly impressed with how pitifully few teachers we have who are on an even keel. Perhaps the saving feature is that many finally achieve an even keel or get out of the profession.

Here, then, is a variety of teacher opinions concerning the type of teaching received in college and concerning the adequacy of college teaching in general. When expressing themselves with respect to their own college teachers, some found them good or superior, while others found them inadequate or at the worst quite poor. But when expressions were offered about the college teaching situation in general, they almost unanimously found it inadequate. As represented by the opinions of teachers presented here, college teachers think that there is an over emphasis on research in the graduate schools and on the part of administrators. They appear to be particularly concerned about the minimum value placed upon good teaching and the fact that salary and professional advancement are based too much on research production, publications, and other tangible evidences of so-called scholarship. In addition, there is a feeling that there should be some supervision of college teachers, particularly beginning teachers. There is some expression to the effect that college teaching could be made more adequate if applicants to the profession were more carefully screened and if they had some actual teaching experience before becoming full fledged members of the profession.

#### Administrative Evaluation of College Teaching

Administrators play a very important part in determining the

quality of teaching that takes place in the college classroom, for in the last analysis, they are responsible for employing teachers and retaining them on the staff after they are employed. As has been pointed out in the foregoing discussion, both teachers and students feel that the attitude assumed by administrators when employing teachers, the emphasis which they place on high quality instruction, and the policies which they adopt with respect to professional promotion and advancement, affect very materially the quality of college teaching, too often in an adverse manner. This being true, it is well to consider the opinion of administrators with respect to the present college teaching situation, the quality of instruction that they think is being given, and the characteristics sought when college teachers are employed.

The most recent and extensive study giving consideration to administrative evaluation of college teachers is that reported by Kelley in the bulletin, Toward Better College Teaching. To obtain data for the study, a letter was sent to the presidents of 850 universities, colleges, teachers colleges, and a few technical schools located throughout the United States. In addition, the letter was sent to 150 deans of liberal arts colleges and graduate schools in the larger universities. The data presented by Kelley were taken from the four hundred replies to this letter from 363 institutions. However, all the replies were not included in the tabulations he made, but they were all carefully read and he considers the facts presented in this report to be essentially correct as representing all of the replies.<sup>60</sup>

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<sup>60</sup> Fred J. Kelley, Toward Better College Teaching, pp. 2-3.



In the letter sent to administrators, they were asked, among other things, to estimate the strength and weaknesses of college teachers as now trained in graduate schools. According to the replies as reported by Kelley, the following are the strengths that administrators consider to be characteristic of present college teachers:

1. Well prepared in his specialty.
2. Competent as a research worker.
3. Generally high native intelligence.
4. Generally sincerely devoted to his scholarly interests.<sup>61</sup>

Kelley, in considering these qualities, says that they bear directly upon success in college teaching, but that the teacher possessing them may be quite ineffective if they are accompanied by certain weaknesses.<sup>62</sup>

The replies concerning the weaknesses of teachers were placed into four categories, the first of which were placed under personal traits and were mentioned by about one-fifth of the respondents. In this category were included replies from administrators, such as:

The difficulty lies more with the person than with his education.

Poor personality, colorless, queer.

Poor attitude toward teaching. Doesn't like young people.

The top notchers are choosing other professions.<sup>63</sup>

The second category had to do with lack of breadth in training.

This was mentioned by about one-half of the administrators. In this category were included such statements as:

<sup>61</sup>Ibid., p. 4.

<sup>62</sup>Ibid.

<sup>63</sup>Ibid., p. 5.



The greatest weakness in college teaching is due to the fact that prospective college teachers are too narrowly trained.

About two years ago I sent letters to all doctors of philosophy from [writer's institution] and received letters from about 70 per cent. Almost without exception they hold the view that we are doing a good job of training these prospective teachers as specialists in a narrow field and are doing a poor job of training them in related fields.

Too much specialization.

Lack ability to see the relationship of their subject to other subjects. Can't synthesise. Can't interpret the meaning of their subject in terms of the wider area.

Kelley states that such comments were frequently found in the replies and the criticism most often made is that the teacher seems to be unable to relate materials in his own specialty to cognate fields. Not only does he not know the material in other fields, but also he is not interested in them. Teaching is pitched to the level of specialists rather than to the level of students who are just building the foundation of understanding in the broader field.<sup>64</sup>

In the third group of replies came statements made by administrators to the effect that too many of their college teachers have interests centered in research and not in teaching. This was named by about one-fourth of the respondents. Kelley says that in the replies it is stated that the present emphasis on research stresses the importance of subject matter rather than student development. Hence the teacher's thought tends to center on his subject rather than on his students. He does not adapt his teaching sufficiently to the interests and abilities of his class. The following statements are offered as

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<sup>64</sup>Ibid., p. 5.

being typical of the criticisms made concerning research:

1. They are trained for research workers and not for teaching.
2. The present training in graduate schools . . . too often builds a disrespect for the classroom teaching job.
3. More interested in research than teaching.
4. Very effective in interesting people in research and preparing them for research careers. Little attention, however, is paid to the fact that the majority of those who receive the doctor's degree . . . eventually become teachers.<sup>65</sup>

The fourth category of replies was concerned with criticism of the lack of training for teaching. Kelley states that these replies were varied but the most common are:

1. He has little knowledge of the learning process, the place of motivation, or the importance of self-direction. He thinks telling is teaching.
2. He lacks effective techniques of teaching.
3. He talks over the heads of his students.
4. He lacks understanding of the place of higher education as an agency of democracy.<sup>66</sup>

Kelley says that when the weaknesses pointed out by the administrators are considered together, the general lack of teaching ability is mentioned more often than any other. The administrators recognize the improvements that are made during the first years of teaching, but they deplore the fact that the basis of understanding the problems of teaching is not given to the teacher during his training period.

In a summarisation of the administrative attitudes regarding the strengths and weaknesses of college teachers as now trained in

<sup>65</sup>Ibid., p. 6.

<sup>66</sup>Ibid., pp. 6-7.

graduate schools, Kelley says that the situation appears about as follows:

In general, college teachers have good intelligence, and are well-trained scholars, each in his own narrow specialty.

But too frequently these same college teachers have not the personal qualities required of teachers, are not broadly enough educated, have become unduly enamoured of research at the expense of appreciation of the importance of teaching, and inadequate understanding of what is involved in effective teaching.<sup>67</sup>

If the college students and college teachers were to answer these criticisms of the administrators, judging from some of their expressions previously presented in the discussion, they would probably say that administrative attitudes and policies are, to a considerable extent, responsible for producing some of the inadequacies which they criticise; that it is administrative emphasis that has caused the teacher to become enamoured with research; and that teachers know little about teaching techniques because the emphasis in the way of salary and professional advancement has not been on effective teaching but rather on publication and research production.

A very extensive study concerning characteristics considered highly important by college executives has recently been conducted by a committee of the American Association of Colleges of Teacher Education, and reported by the chairman of the committee, M. R. Trabue. The study included reports from 204 junior college presidents,<sup>68</sup> 419 presi-

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<sup>67</sup>Ibid., pp. 6-7.

<sup>68</sup>M. R. Trabue, "What Traits Should Junior College Teachers Possess," Junior College Journal, American Association of Junior Colleges, XII (November, 1950), 140.

dents of liberal arts colleges,<sup>69</sup> and 197 administrators of teacher education institutions,<sup>70</sup> making a total of 820 college executives.

The study was made on the assumption that most teachers begin careers by teaching lower division college classes. In getting data for the study, information was solicited from college administrators concerning what characteristics they considered most important when employing an instructor or assistant professor to teach first and second year college students. In attempting to get this information, the committee selected a list of fifty-two items or characteristics of college teachers and listed them under six headings as follows: (1), As a Scholar; (2), As a Teacher; (3), As a Student Counselor; (4), As a Faculty Member; (5), As a Person; and (6), As a Citizen.

The nineteen characteristics given the highest rating by the various types of administrators are given below:<sup>71</sup>

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<sup>69</sup>M. R. Trabue, "Characteristics of College Instructors Desired by Liberal Arts College Presidents," Association of American Colleges Bulletin, XXXVI (October, 1950), 37.

<sup>70</sup>M. R. Trabue, "Characteristics of Lower Division College Teachers Preferred by Executives of Teacher Education Institutions," The American Association of Colleges of Teacher Education, Third Year-book (1950), p. 68.

<sup>71</sup>M. R. Trabue, "Traits Rated as 'Highly Important' by College Executives," mimeographed material sent to the author.

Characteristics of College Teachers for Lower Division Students	Percentage of College Administrators			
	Jr. Coll. Total-204	Teacher Ed. Total-197	Lib. Arts Total-419	All Types Total-820
a. Inspires students to think for themselves and to express their own ideas clearly	95	91	92	92
b. Is emotionally stable and mature	87	90	85	87
c. Is friendly, democratic, tolerant and helpful in his relations with students	88	84	78	82
d. Understands the problems of his students and their work	83	81	77	80
e. Organizes materials and prepares carefully for each meeting with class	78	75	81	79
f. His behavior reflects high ideals	69	73	77	74
g. Takes broad (rather than departmental) view of educational problems	70	70	69	70
h. Leads students to take responsibilities for planning and checking their own progress	68	73	68	69
i. Has infectious enthusiasm for teaching that inspires students to want to teach	58	88	65	69
j. Regards himself as primarily a college teacher (rather than a subject-matter specialist)	65	72	63	66
k. Has demonstrated skill in methods of instruction appropriate to his field	63	71	63	66
l. Shows active interest in continued professional study	49	69	65	62

Characteristics of College Teachers for Lower Division Students	Percentage of College Administrators			
	Jr. Coll.	Teacher Ed.	Lib. Arts	All Types
	Total-204	Total-197	Total-419	Total-820
m. Has genial personality and sense of humor	67	63	54	60
n. Has successfully taught his subject in college	43	45	63	54
o. Has good health and physical vigor	56	62	47	53
p. Assists students to collect, analyze, and evaluate data on their own personal problems	61	56	45	52
q. Academic record in his special field is unusually high	41	51	55	51
r. Has a wholesome family life	53	49	48	49
s. Holds fair-minded attitude on controversial issues	49	60	43	49
t. Graduate study included all divisions of his subject plus extensive work in another broad field	45	50	36	41
u. Has demonstrated unusual competence as a counselor of college students	49	43	35	45
v. His students voluntarily seek his advice on intimate personal problems	52	39	35	40
w. Has studied problems of college teaching and of its evaluation	38	52	28	36

Of the nineteen items listed, only two were among those listed under "As a Scholar"; seven were from the eleven items under "As a Teacher";



two from six items under "As a Student Counselor"; three from the eight items under "As a College Faculty Member"; four from the seven items under "As a Person"; and one from the ten items under "As a Citizen."<sup>72</sup>

Trabue states, in interpreting the data from the executives of teacher education institutions, that the typical graduate school which is preparing candidates for college teaching seems to place great emphasis upon scholarship, but college executives seem to be more interested in other characteristics of their teachers. The two items on scholarship which are in the list of items considered highly important by a majority of the executives of teacher education institutions were barely able to make the majority vote. "Academic record in his field is unusually high" received 53 per cent of the votes of teachers college presidents and 46 per cent of the deans of schools of education in universities. And "Graduate study included all divisions of his subject plus extensive work in another broad field" received 54 per cent of the presidents' votes and only 40 per cent of the votes of the deans. On the negative side of the scholarship group of items, 65 per cent of the presidents and 67 per cent of the deans gave a rating of "little value" to the item "Graduate major was in a special area of an academic subject."<sup>73</sup>

In order to determine the effect of geography upon the attitude of the administrators, the results were tabulated according to eight geographic areas. There was found to be no significant difference in

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<sup>72</sup> Trabue, "Characteristics of Lower Division College Teachers Preferred by Executives of Teacher Education Institutions," op. cit., p. 69.

<sup>73</sup> Ibid., p. 69.

opinion of the administrators in any of the eight areas.<sup>74</sup>

The characteristic reported as least often found in the credentials presented by candidates for lower division teaching positions was "Has studied the objectives of general education for college students." Fifty-two per cent of the executives reported they rarely found any evidence of this qualification; although 95 per cent of them rated it as either important or highly important. Another, "Regards himself primarily as a college teacher (rather than as a subject matter specialist)," was reported rarely found by 47 per cent of the administrators; yet 97 per cent of them regard it as having great value. The item "Takes a broad rather than a departmental view of education problems" was reported by 46 per cent of the executives as being infrequently found, but only one executive out of the 197 rated the characteristics as having little value.<sup>75</sup> Trabue says that these indications of desirable characteristics which applicants for teaching positions rarely present to administrative officials indicate some of the directions in which the preparation of college teachers could be greatly improved.<sup>76</sup>

In interpreting the data from administrators of liberal arts colleges, Trabue states that it is worthy of note that five of the first ten traits listed by the executives are concerned with the teacher's relation with his students and that only one of the ten items under "As a Scholar"

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<sup>74</sup>Ibid., p. 76.

<sup>75</sup>Ibid.

<sup>76</sup>Ibid.

was rated as being highly important by a majority of the presidents, and seven of the fifteen items receiving highest rating came under the heading of "As a Teacher"; whereas one of the items receiving the highest number of votes as being unimportant or undesirable was concerned with scholarship. This item was "Graduate major was in a special area of subject (modern European history; colloidal chemistry, etc.)."<sup>78</sup>

Trabue maintains on the basis of the data obtained from the liberal arts college executives that it is quite evident that they are deeply concerned with the teaching ability of their faculty members and the accusation that has sometimes been made that they are primarily concerned with scholarly attainments of their faculty members is not supported. As in the case of executives of teacher education institutions, the data were tabulated according to geographic areas. The opinions of the liberal arts administrators seemed to be affected very little by their geographic location.<sup>79</sup>

It is pointed out in the conclusion of the report that there is no assurance the administrators would use the characteristics of college teachers that they have rated highly important as a basis for promotion in rank or a raise in salary. The opinion of college teachers and college students, previously presented in the study, indicates that such has not been true in the past nor are there any indications that it will be in the near future. However, Trabue says that graduate schools which

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<sup>78</sup> Trabue, "Characteristics of College Instructors Desired by Liberal Arts College Presidents," op. cit., pp. 376-378.

<sup>79</sup> Ibid., pp. 376-378.

prepare college teachers may want to examine the specifications which administrators value most highly and may want to make some changes in admission procedures and instructional programs to serve more effectively the expressed needs of the college executives who employ instructors after they have completed their graduate work.<sup>80</sup>

The report from junior college administrators shows that sixteen of the fifty-two traits were checked by more than one-half of the executives as being highly important. Of these sixteen items, none of them came under the category of scholarship. However, Trabue points out that two items, "Academic record in his field is unusually high" and "Graduate study included all divisions of his subject plus extensive work in another broad field," were so rated by more than 40 per cent. From the data, the conclusion is drawn that although junior college presidents value scholarship, they more often consider other characteristics such as student counseling, faculty membership, and personal life as being more important.<sup>81</sup>

Trabue makes the following observation in a summary interpretation of the study:

Executives of junior colleges and teachers colleges want teachers who work cooperatively with students and fellow faculty members, and who inspire students to think for themselves. The similarity between the desires of employers and the preference of college students as revealed in various surveys already published emphasizes the need for a serious

<sup>80</sup>Ibid., p. 379.

<sup>81</sup>Trabue, "What Traits Should Junior College Teachers Possess," op. cit., pp. 140-141.

reconsideration of the program and procedures employed in preparing college teachers for meeting the responsibilities in first and second year work.<sup>82</sup>

It appears from the data just presented that college administrators think that college teachers generally have high intelligence, are competent as research workers, are well prepared in special subjects, and generally are sincerely devoted to their scholarly interests. However, they think that too often these teachers do not have the personal characteristics required of teachers, are not broadly enough educated, are too greatly concerned with research, and have inadequate understanding of what is involved in effective teaching.

With respect to characteristics considered desirable in teachers, in addition to scholarship, college administrators want teachers who can teach effectively. They want teachers who are interested in students, who can get along with them, and who can give them proper guidance and counseling. And, they want teachers who can cooperate and work well with other faculty members.

Some Appraisals of College Teachers and College Teaching  
by Writers in the Field of Higher Education

A consideration of the writings concerned with present problems in college teaching will bring few facts to light that have not already been called to attention in the foregoing discussion. It seems desirable, however, to consider a sampling of the writings to point up the general agreement in opinion with respect to the present situation. To review

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<sup>82</sup>Ibid., p. 142.

any great amount of the literature would be somewhat repetitious. Generally, the writings give attention to the same problems in which college students, college teachers, and college administrators have shown interest earlier in the discussion.

One of the more recent articles concerned with college teaching is by Paul Klapper. Of the various problems considered in this article, Klapper considers one of the more important to be the aimlessness of the process of instruction. One of the chief causes of this aimlessness is attributed to the indiscriminate use of the lecture method. He admits there are a time and a place for such a method, but he questions the advisability of having a large group of students assemble in a lecture hall to listen to an exposition, when the reading of the material would yield more accurate information and more ample understanding of the primary concepts. He thinks that this procedure encourages students to come to class with no preparation and considers it as substituting gratuitous giving for acquisition through earnest application. The question is raised as to what habits are developed by such relatively passive instruction.<sup>83</sup>

The following is his description of a lecture class visited:

I listened to a lecture planned for college sophomores on the subject of the historical method. The hour was devoted to two historians, neither of whom the students had yet read--and only a few of them would ever read. They listened to a well-written scholarly presentation of the methods, the scope, the style--a scholar's appraisal of the works of historians

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<sup>83</sup>Paul Klapper, "Problems in College Teaching," The Preparation of College Teachers, p. 42.



whose names they spelled with surprising variations. The lecture does credit to its author as a scholar; but reading it to hundreds of second year college students betrays a teaching inadequacy that is unfortunately not unique in college teaching.<sup>84</sup>

However, he does not consider the discussion method as often used by college teachers to be significantly better than the lecture method. As he states it, "The discussion hour reveals very frequently an idle turning of many mills."<sup>85</sup> Too often the discussions are guided by the fortuitous questions of the students rather than by well-planned questions of the instructor. He thinks that a discussion of this nature may produce a "feather dusting" of a sizable number of ideas but is lacking in vigor and discipline and often leads to the intellectual pitfall of irrelevance. In this connection he raises the question, "What ends can be served when there is no depth analysis, no quest for fundamentals, no attempt to wring the full inwardness out of an important idea?"<sup>86</sup> The weakness in teaching techniques pointed out in the article is attributed, mainly, to the fact that the practitioner is given no specific professional training.<sup>87</sup>

Another major problem to which Klapper gives consideration is the lack of supervision of beginning teachers. In this connection he states:

<sup>84</sup>Ibid., p. 43.

<sup>85</sup>Ibid.

<sup>86</sup>Ibid., p. 44.

<sup>87</sup>Ibid.

. . . The novice in every profession is assured of well intentioned if not helpful supervision and guidance by helpful colleagues of proved competence. This responsibility toward beginners is generally recognized as a professional obligation and provision is made for it. But again in college teaching, we usually find an impressive exception . . . he is rarely introduced to the students, no one in authority is overtly curious about what happens in his classroom. . . . We college teachers are a law unto ourselves as far as teaching procedures are concerned, but not all of us have that insight into the total educational process which equips us to be the sole judges of our teaching effectiveness. Because teaching is a difficult art, the novice, even with the best of intentions repeats the errors that are born of inexperience.<sup>88</sup>

He goes on to say that department heads are chosen for many good reasons but rarely because of their insight into teaching and their ability to influence the character of their teaching department. And that only in exceptional circumstances does an academic department, under the leadership of its senior officer, address itself to devising a mechanism for continuous self-appraisal of curricula material, of teaching procedures, and means for measuring the influence of these on students and faculty. He states further that courses are born of departmental imperialism and are sanctioned, all too often, as a result of compromise within appropriate faculty agencies. But new courses, as a rule, are taught by existing methodology.<sup>89</sup>

It is worthy of note that the problems of college teaching discussed by Klapper and presented here are problems that have been mentioned numerous times earlier in the discussion by others who are in-

<sup>88</sup> Ibid., pp. 44-45.

<sup>89</sup> Ibid., p. 45.

volved in the teaching process and who are interested in seeing it improved.

Another article worthy of consideration is "Securing Better College Teaching," by William H. Kilpatrick. In this article Kilpatrick states that there is a growing feeling among citizens and educators that the contributions of colleges are not what they should be. The failure of the colleges to produce proper results is attributed, to a large extent, to ineffective teaching, and this to a considerable degree, to the lack of proper preparation of college teachers by graduate schools.<sup>90</sup> In this connection he states:

We are led to ask why college teachers so often fail to get the more inclusive aim of the college or to teach more effectively. One answer is that at no point in the preparation of the typical instructor has there been any direct attention given to the problem of college teaching. At present, practically the only source of college teachers is the graduate schools of our universities. But the graduate schools, it appears, prepare only for research . . . and research alone is not adequate preparation for the kind of teaching that seems so urgently needed.<sup>91</sup>

Touching on another of the problems in which college students and teachers have displayed an interest earlier in the discussion, the problem of promotion and professional advancement, Kilpatrick says:

Another reason for slighting the problem of college teaching is that promotion now depends almost exclusively on publishing which in its turn presumably depends on research. The accrediting agencies tend to support this emphasis on research, with the corresponding depreciation of teaching as

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<sup>90</sup>W. H. Kilpatrick, "Securing Better College Teaching," Educational Record, XXIX (January, 1948), 5-6.

<sup>91</sup>Ibid., p. 7.

such, by their required emphasis on the Ph. D., which is now based on research. The net result of all of this is that the problems of college education and college teaching are for most instructors effectively slighted.<sup>92</sup>

Three types of education are discussed in the article. The first is general education which is defined as "The common education needed by all, as opposed to the specialized education needed, for example, for one's vocation."<sup>93</sup> This type of education as Kilpatrick sees it, "Accepts responsibility for the whole person in all the common areas of life—responsibility for building character and a personality that will act on thinking, and think wisely and has the basis for so thinking, and will act responsibly up to one's best thinking."<sup>94</sup> The second kind of education to which he refers is that which seeks the acquisition of knowledge and knowledge only, and is termed the Alexandrian outlook because this concept of education is said to have originated at Alexandria over 2,000 years ago. The third type of education discussed is that which trains for research.<sup>95</sup>

Having discussed the three types of education, he maintains that as matters now stand colleges operate largely on the Alexandrian basis, not of character building but of the all inclusive acquisition of knowledge. The graduate schools, on their part, demand the

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<sup>92</sup>Ibid., p. 7.

<sup>93</sup>Ibid., p. 8.

<sup>94</sup>Ibid., p. 9.

<sup>95</sup>Ibid.

Alexandrian type of knowledge for entrance, but they themselves operate almost exclusively on the basis of research. There is no place where college teachers are exclusively prepared for general education.<sup>96</sup>

From the article it is seen that Kilpatrick believes that colleges are not producing the results that they should. This failure, he attributes, primarily, to ineffective training of college teachers and the lack of emphasis placed on good teaching by college administrators and accrediting agencies.

Another article of interest is "Graduate Schools and the Education of College Teachers." In this article Elegen is concerned with the responsibility placed on the graduate school for training college teachers, a responsibility which he feels is not being adequately met. In attempting to determine the cause of failure on the part of graduate schools in meeting this responsibility, he says:

What is the diagnosis of our /the graduate school's/ ills? Primarily, I think, too many of our products are lacking in breadth of training, are specialized at the expense of wide human understanding, and are deficient in integrating their specialization with related and supporting fields and with larger domains of knowledge and understanding that make up the universe. Moreover, it is said that too many who go to the top level of education are largely or even completely lacking in professional preparation for their tasks and responsibilities as teachers of young people in junior colleges, four-year arts colleges and universities. It is further charged that too often they are ill adjusted socially, poorly conditioned for the highly important business of living effectively in constant contact with other people. They are trained, it is said, for specialized research and yet only a minority of the Ph. D.'s go on to other publications after

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<sup>96</sup>Ibid., p. 10.

their theses. Relatively few contribute in a scholarly way beyond their dissertations; save--and the saving is important--as teachers in the classroom.<sup>97</sup>

Continuing, Elegen says that a much older criticism of graduate school products, not unrelated to some of the above-mentioned weaknesses, has to do with their deficiency in speaking and writing ability. Hundreds of critics have called attention to the importance of improving the speaking, writing, and reading ability of the typical prospective college teacher training in graduate schools.<sup>98</sup>

Although the diagnosis of the graduate school's ills, which may sound like an indictment, could be carried further, Elegen considers the cardinal points to have been covered in his discussion. Despite some modifications and reservations that might be made in some of the criticisms he has offered, the evidence is thought to point plainly and convincingly to an urgent need for the better preparation of college teachers.<sup>99</sup> The fact that Elegen is Dean of the Graduate School of the University of Minnesota, one of America's larger graduate schools and a member of the American Association of Universities, may lend additional significance to his assertions.

Of the recent literature in the field of higher education, one of the more extensive and important writings is the Report of the President's Commission on Higher Education. In this report, as in a great

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<sup>97</sup>Theodore C. Elegen, "Graduate Schools and the Education of College Teachers," Educational Record, XXIX (January, 1948), 13.

<sup>98</sup>Ibid., p. 14.

<sup>99</sup>Ibid., p. 15.



number of the most recent writings in the area, the inadequacy of college teaching and of the training of college teachers is given consideration.

In looking toward staffing higher education, the Commission states that stronger personnel and better training are required if the objectives of higher education are to be fully realized. It is pointed out, as the situation is viewed as it existed in 1945, that if higher institutions were ranked in order, according to the per cent of the staff holding Ph. D. degrees, the median institution would be one with 35 per cent of the staff having this degree.<sup>100</sup> But if the number of faculty members holding the doctor's degree were increased, the Commission evidently does not think that this would insure a higher quality of teaching, for it is stated:

. . . But the possession of the degree is only a first step in the equipment of the teacher. When the Ph. D. represents the completion of a number of formal courses of a low level of importance or without an overall pattern, and the mastery of an inconsequential research technique, as may be the case, it signifies very little. Only when the degree represents a broad approach to the subject matter field and its relation to human learning, only insofar as it evidences that its possessor can and has conducted independent research, is it a valid measure of preparation.<sup>101</sup>

However, this type of preparation is not considered to be enough. It is pointed out:

. . . To knowledge of subject matter and research ability must be added the mastery of teaching techniques. The young

<sup>100</sup>Report of the President's Commission on Higher Education, Staffing Higher Education, Vol. IV, Higher Education for American Democracy, pp. 4-5.

<sup>101</sup>Ibid., p. 6.

instructor frequently lacks the essential skills through no fault of his own but because the institution does not provide for his acquiring it. Too often graduate schools provide training for research and not for teaching, though a high percentage of their graduates go into college teaching.<sup>102</sup>

The lack of teaching techniques on the part of the typical college teacher is attributed to the institutions that prepare them.

In this connection, it is stated:

The major responsibility for the inadequate mastery of teaching techniques on the part of new recruits rests with the institution that prepares them. The institutions are largely responsible for one of the serious weaknesses in our system of higher education--teachers with undeveloped teaching abilities.<sup>103</sup>

Many other writings dealing with the problem of college teaching could be given consideration. As formerly stated, to do so would only be somewhat repetitious. Of course, there are variations and reservations in criticisms made and an occasional defender of the status quo. However, in many of the writings there is much agreement of opinion in regard to the existing situation. The consensus seems to be that college teaching as it is found in the present college classroom, in too many instances, is inadequate. The most frequently mentioned cause of ineffective teaching is lack of proper preparation for college teaching, which is generally accredited to the type of education offered by the typical graduate school. A second cause frequently mentioned is lack of emphasis on good classroom instruction, rather

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<sup>102</sup>Ibid., p. 6.

<sup>103</sup>Ibid., p. 6.

generally attributed to college administrators who give too little attention to this important problem and frequently base promotion and professional advancement on factors other than good teaching.

### Summary

This chapter has given consideration to: an evaluation of college teachers and college teaching by students; the reactions of college teachers to existing college teaching conditions; administrative evaluation of college teachers as now trained in graduate schools and their opinions as to what makes a good teacher for lower-division college students, and a sampling of opinions of writers in the field of higher education regarding the quality of college instruction and the underlying causes of present inadequacies in college teaching.

Generally, all of the groups agree that in many cases college teachers are not doing the most effective teaching possible. There is rather consistent agreement among all of the groups that lack of proper training is one of the underlying causes of ineffective teaching. There is agreement among all of the groups but college executives that another of the causes of inadequate teaching is the lack of emphasis on good teaching by those responsible for employing, promoting, and advancing college faculty members. As to how the college executives actually feel about the matter, there can only be speculation. It is possible that if they were to express themselves sincerely, they would agree on this phase of the problem as they have on others.

In light of the criticisms of the various groups offered in the

chapter, it appears that if the colleges are to assume the role of higher education in a democratic society designated to them in Chapter II of this study, institutions responsible for the education of college teachers are in need of examining their programs of teacher education to determine possibilities for designing more effective programs, thereby producing more effective teachers, and ultimately more effective citizens.

## CHAPTER IV

### ANALYSIS OF DATA PROVIDED BY IN-SERVICE TEACHERS

In-service teachers are an important source of data for any research concerned with the improvement of the education of college teachers. It seems necessary that any recommended improvements must be based, in part, upon information with respect to the education that teachers have received, the problems encountered during the first year of teaching, and some evaluation by the teachers in terms of how adequately the training received prepared them for the problems of the beginning years of teaching. In an attempt to get such information for this study, a questionnaire<sup>1</sup> was sent to a selected group of in-service college teachers. This chapter is concerned with the analysis of the data obtained.

The questionnaire was sent to 1,325 teachers in seven colleges and universities. It was sent to all of the teachers listed in the faculty directory of Florida State University, Tallahassee, Florida, the University of Miami, Coral Gables, Florida, and the University of Florida, Gainesville, Florida. Only a small number of questionnaires were sent to individual teachers who were asked to distribute them to members of the faculty of Iowa State Teachers College, Cedar Falls, Iowa, East Tennessee State Teachers College, Johnson City, Tennessee, Henderson State Teachers College, Arkadelphia, Arkansas, and Georgia

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<sup>1</sup>Appendix I.

## State Woman's College, Valdosta, Georgia.<sup>2</sup>

Of the 1,325 questionnaires distributed, 586, or 44.2 per cent of the total number were returned. Ten of these were received too late to be included in the final tabulations and fifteen were unusable. The final tabulations were made from 561 questionnaires, or 42.3 per cent of the total number distributed. The number of questionnaires returned from each institution are as follows: the University of Florida, 264, 47.1 per cent of the total number returned; Florida State University, 165, 29.4 per cent of the total; University of Miami, 107, 19.1 per cent of the total; Georgia State Woman's College, eight, 1.4 per cent of the total; East Tennessee State College and Henderson State Teachers College, six each, 1.1 per cent of the total; and Iowa State Teachers College, five, 0.9 per cent of the total.

As a basis for comparison, the tabulations have been made according to six groups or subject field classifications. The six groups are: education, humanities, natural sciences, health and physical education, social sciences, and applied sciences, vocational and professional.

In the group classified as education are included not only teachers of education courses of a general nature, but teachers who stated their teaching was primarily concerned with instructing teachers in methods and techniques of teaching special subjects. The classifica-

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<sup>2</sup>The questionnaire was first distributed among the teachers at the University of Tampa. After an examination of the responses from these teachers, a number of changes were made in the questionnaire. Because of these changes, the responses from the teachers at the University of Tampa were not used in the final tabulations.



tion includes seventy-two teachers in eleven subject fields, distributed as follows: education courses of a general nature, thirty-four; agricultural education, one; art education, four; business education, eleven; educational psychology, three; English education, two; home economics education, one; industrial arts education, two; mathematics education, three; music education, nine; and science education, two.

In the group classified as humanities may be some teachers who are not officially classified in this category. But for purposes of this study they were considered to be closely enough related to the other humanities to be put in this category. The group includes 103 teachers distributed among eleven subjects, as follows: fine arts and the history of art, seven; English, thirty-seven; ethics, two; drama, two; foreign language, thirteen; literature, four; logic, two; music, thirteen; philosophy, six; religion, four; and speech, thirteen.

The group classified as the natural sciences includes 115 teachers distributed among eleven subjects, as follows: astronomy, one; bacteriology, two; biology, eleven; bio-chemistry, three; botany, ten; chemistry, twenty-three; entomology, two; geology, two; mathematics, thirty-two; meteorology, two; physics, fifteen; physiology, two; and zoology, ten.

The social science group is composed of 101 teachers distributed among ten teaching fields, as follows: anthropology, two; economics, twenty-six; geography, ten; history, seventeen; home and family life, five; political science, ten; psychology, fourteen; social science, four; social work, seven; and sociology, six.

The group classified as health and physical education consists of forty-one teachers. Two of these are health teachers, and the remaining thirty-nine are physical education teachers.

The largest of the groups, classified as professional, vocational, and applied sciences, includes teachers from several different teaching fields. In this category are teachers of purely vocational and professional subjects, such as accounting, law, and engineering, and teachers of subjects that may be part vocational and part otherwise classified, as home economics and industrial arts. Although in some cases the teachers of these subjects might be teaching non-vocational students, the general nature of the subjects was considered to be nearly enough vocational in nature to be placed in this category. The group includes 129 teachers distributed among seventeen subjects, as follows: accounting, eight; agriculture, fourteen; architecture, five; business administration, seventeen; commercial art, one; engineering, forty-three; forestry, six; horticulture, two; home economics, four; industrial arts, four; journalism, seven; library training and service, three; law, eight; nursing, one; pharmacy, two; veterinary medicine, two; and restaurant and hotel management, two. For convenience in treating data hereafter this group will be referred to as the vocational-professional classification.

In the classification of the subjects for comparative purposes, an official classification, when such was available, has not been followed entirely. For example, education which is officially classified as one of the social sciences has been given a separate classification. This procedure was justified on the basis of the assumption that teachers

of education who have had training in the field of education and who devote the major part of their instruction to teacher education may hold ideas about educating teachers which are different, in many cases, from those of other social science teachers who have had only a few, if any, courses in education and who devote a much smaller portion of their instructional time to teacher education.

It is realized that in some cases, perhaps, a teacher could as well have been put in some other group than the one to which he was assigned. But for the purposes of the study, the classification is thought to be defensible and as satisfactory as any number of other classifications that could have been devised.

The three Florida institutions, the University of Florida, Florida State University, and the University of Miami, were chosen as the main sources of data for the study on the assumption that these institutions had faculties cosmopolitan in nature, drawn from all over the United States, and holding degrees from a large number of graduate institutions. Table I indicates the validity of this assumption. From the table it may be seen that the teachers included in the study hold degrees from 119 graduate schools. From 108 of these institutions the teachers hold masters' degrees. The number of masters' degrees obtained from any one institution ranges from one to forty-seven, the University of Florida being the institution from which the most teachers obtained these degrees.

From fifty-four of the institutions the teachers hold doctoral degrees. The number of teachers obtaining degrees from any one institu-

TABLE I

DIFFERENT DEGREES HELD BY 561 COLLEGE TEACHERS AND  
INSTITUTIONS CONFERRING THOSE DEGREES

Institution	Degrees				
	Masters'	Ph. D.	Ed. D.	D. Sci.	Other Doctoral
Acadia University	0	0	0	0	1
Alabama Polytechnic Institute	1	0	0	0	0
Alabama, University of	3	0	0	0	0
Berlin, University of	0	1	0	0	0
Boston, University of	3	2	1	0	0
Brigham Young University	1	0	0	0	0
British Columbia, University of	2	0	0	0	0
Brooking Institution	0	1	0	0	0
Brown University	4	0	0	0	0
Butler University	1	0	0	0	0
California Institute of Tech.	1	0	0	0	0
California, University of	4	6	0	0	0
California, University of at Los Angeles	3	1	0	0	0
Carnegie Institute of Tech.	1	0	0	0	0
Chicago Art Institute	1	0	0	0	0
Chicago, University of	23	14	0	0	0
Cincinnati, University of	2	2	0	0	0
City College of New York	1	0	0	0	0
Claremont Graduate School	2	0	0	0	0
Clark University	1	1	0	0	0
Colgate University	1	0	0	0	0
Colorado State College of Educ.	2	0	0	0	0
Columbia Teachers College	25	10	8	0	0
Columbia University	9	6	0	0	0
Cornell University	5	10	0	0	0
Dartmouth College	1	0	0	0	0
Davidson College	1	0	0	0	0
DePaul University	1	0	0	0	0
Detroit, University of	1	0	0	0	0
Duke University	12	8	0	0	0
Eastern Ky. St. Teachers Col.	1	0	0	0	0
Emory University	1	0	0	0	0
Eranger, Univ. of (Berlin)	0	1	0	0	0
Florida Southern College	2	0	0	0	0
Florida State University	12	0	0	0	0
Florida, University of	47	7	1	0	0
George Peabody	14	8	0	0	0
George Washington University	1	0	0	0	0

TABLE I (Continued)

DIFFERENT DEGREES HELD BY 561 COLLEGE TEACHERS AND  
INSTITUTIONS CONFERRING THOSE DEGREES

Institution	D e g r e e s				
	Masters'	Ph. D.	Ed. D.	D. Sci.	Other Doctoral
Georgia School of Technology	1	0	0	0	0
Georgia, University of	2	0	0	0	0
Harvard University	13	5	1	0	0
Illinois, University of	15	4	2	0	0
Indiana, University of	7	5	0	0	0
Iowa State College	9	12	0	0	0
Iowa, University of	13	7	0	0	1
Johns Hopkins University	0	6	0	0	0
Kansas State College	2	0	0	0	0
Kansas, University of	3	3	0	0	0
Kentucky, University of	2	0	0	0	0
Lafayette College	1	0	0	0	0
Lehigh University	12	0	0	0	0
Liverpool, Univ. of (England)	1	0	0	0	0
London, University of	1	0	0	0	0
Louisiana State University	4	0	0	0	0
Loyola University (Chicago)	1	0	0	0	0
Madrid, Univ. of (Spain)	0	1	0	1	0
Maine, University of	2	0	0	0	0
Maryland, University of	1	0	0	0	0
Massachusetts Inst. of Tech.	4	1	0	1	0
Miami, University of	15	0	0	0	0
Michigan Col. of Mining & Tech.	0	2	0	0	0
Michigan State College	3	0	0	0	0
Michigan, University of	15	14	0	0	1
Middlebury College	1	0	0	0	0
Minnesota, University of	1	15	0	0	0
Missouri, University of	10	3	0	0	0
Nebraska, University of	2	1	0	0	0
New Mexico, University of	1	1	0	0	0
New York St. Col. for Teachers	1	0	0	0	0
New York University	6	4	2	0	0
North Carolina State College	1	0	0	0	0
North Carolina, University of	15	18	0	0	0
Northwestern University	10	5	0	0	0
Ohio State University	18	12	0	0	0
Oklahoma A. & M. College	3	0	0	0	0
Oklahoma, University of	1	0	0	0	0
Oregon, University of	2	1	1	0	0
Oxford University (England)	1	1	0	0	0
Pennsylvania State College	2	1	0	0	0



TABLE I (Continued)

DIFFERENT DEGREES HELD BY 561 COLLEGE TEACHERS AND  
INSTITUTIONS CONFERRING THOSE DEGREES

Institution	D e g r e e s				
	Masters'	Ph. D.	Ed. D.	D. Sci.	Other Doctoral
Pennsylvania, University of	6	5	0	0	0
Pittsburgh, University of	6	0	0	0	0
Princeton University	3	3	0	1	0
Purdue University	2	1	0	0	0
Rice Institute	0	1	0	0	0
Rochester, University of	1	0	0	0	0
Rutgers University	1	0	0	0	0
Royal Hungarian Palatine Univ.	0	0	0	1	0
Saskatchewan University	1	0	0	0	0
Sherwood Music School	1	0	0	0	0
Southern California, Univ. of	1	2	0	0	0
South Carolina, University of	2	0	0	0	0
Southwestern University (Texas)	1	0	0	0	0
Springfield College	2	0	0	0	0
Stanford University	5	2	0	0	0
Stetson University	1	0	0	0	0
St. Louis University	1	0	0	0	0
Stout Institute	1	0	0	0	0
Sul Ross State College	1	0	0	0	0
Syracuse University	3	1	0	0	0
Temple University	1	0	0	0	0
Tennessee, University of	4	0	0	0	0
Texas A. & M. College	2	1	0	0	1
Texas State College for Women	1	0	0	0	0
Texas, University of	2	0	0	0	0
Toronto University	2	1	0	0	0
Tulane University	0	1	0	0	0
Union Theological Seminary	2	0	0	0	0
Utah State College	1	0	0	0	0
Utah, University of	2	0	0	0	0
Vanderbilt University	8	2	0	0	0
Virginia, University of	6	5	0	0	0
Washington, University of	0	5	0	0	0
Washington Univ. (St. Louis)	1	1	0	0	0
Wayne University	1	0	0	0	0
Western Reserve University	2	0	0	0	0
West Virginia University	4	0	0	0	0
Wisconsin, University of	16	15	0	0	0
Wyoming, University of	1	0	0	0	0
Yale University	5	12	0	0	0
Name Institution not Given	3	2	0	0	0
Totals	495	260	16	4	4



tion ranges from one to eighteen, with the University of North Carolina being the institution from which the highest number of doctoral degrees were obtained.

The map, Appendix II, gives the geographical distribution of the institutions. From the map it may be seen that the institutions are distributed among thirty-nine states of the United States and the District of Columbia. In addition to the institutions shown on the map there are among the 119 institutions listed in Table I eleven foreign institutions distributed among five foreign countries.

The institutions are listed in the Appendix showing the agencies by which they are accredited. From the listing it may be seen that ninety of the 119 institutions are accredited by the American Association of Universities and eleven by the American Association of Colleges for Teacher Education. Distribution of the institutions according to accreditation by regional agencies is as follows: North Central Association of Colleges and Secondary Schools, twenty-one; New England Association of Colleges and Secondary Schools, ten; Northwest Association of Secondary and Higher Schools, five; and the Southern Association of Colleges and Secondary Schools, twenty-nine.

Thus it appears, from considering the number of subject fields represented and the large number of graduate institutions, with their wide dispersion, from which the teachers have received training, that the teachers included in the present study are a representative sample and their opinions can be considered to represent a much larger number of college teachers.

### Education of the Teachers

Since the amount of education received is often considered as one of the important factors in determining the adequacy or preparation for teaching, it is interesting to note from Table II the different degrees held by the teachers of this study. From the table it may be seen that 4.5 per cent of them hold bachelors' degrees only, 88.2 per cent hold masters' degrees, 46.3 per cent hold Ph. D. degrees, 2.9 per cent Ed. D. degrees, 0.7 per cent D. Sc. degrees, and 0.7 per cent some other doctoral degree. Including all types, 50.6 per cent of the teachers hold some kind of a doctoral degree. This takes into account only those who have acquired the degree. It does not include those who may have almost completed the degree or who have done considerable work above the master's degree. In answering the questionnaire, several teachers indicated that they were working toward or had almost completed work for a doctoral degree. However, since the information was not specifically asked for in the questionnaire, a number who had done work above the master's degree probably did not report it. Therefore, no account was taken in the tabulation of data of this type of information reported.

In comparing the proportion of teachers holding different types of degrees in the various subject fields, Table II reveals that the vocational-professional group has the highest percentage of teachers, 15.5 per cent, holding only a bachelor's degree, most of whom are teachers of the highly technical subjects, such as engineering and architecture. A number of these teachers indicated that they had taken up teaching after a number of years of practical experience in business

TABLE II

DISTRIBUTION OF 561 COLLEGE TEACHERS IN SIX SUBJECT FIELDS ACCORDING TO DEGREES THEY HOLD

Number and Per Cent of College Teachers Holding Certain Types of Degrees in Each Subject Area														
Subject Fields	Degrees													
	Bachelors'		Masters'		Ph. D.		Ed. D.		D. Sc.		Other Dr.		Total Dr.	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Education	0	0.0	72	100.0	23	31.9	9	12.5	0	0.0	0	0.0	32	44.4
Humanities	4	3.9	91	88.4	59	57.3	0	0.0	0	0.0	1	1.0	60	58.3
Natural Sciences	1	0.9	93	80.9	73	63.5	1	0.9	2	1.7	0	0.0	76	66.1
Health and Physical Educ.	0	0.0	40	97.6	7	17.1	3	7.3	0	0.0	0	0.0	10	24.4
Social Sciences	0	0.0	90	89.1	64	63.4	1	1.0	2	2.0	0	0.0	67	66.3
Professional Vocational Applied Sciences	20	15.5	109	84.5	34	26.4	2	1.6	0	0.0	3	2.3	39	30.2
Totals	25	4.5	495	88.2	260	46.3	16	2.9	4	0.7	4	0.7	284	50.6

or industry. However, a few appear to have just finished their bachelor's degrees and started teaching. Most of these stated that they were working for a higher degree.

The humanities teachers are the only other group with more than 1 per cent holding only a bachelor's degree, most of whom are teachers of the specialized subjects, such as music and art.

With respect to the number of teachers holding the master's degree, it should be pointed out that the 88.2 per cent reported holding this degree is probably not a true indication of actual conditions. In several instances, teachers who had acquired a higher degree did not list a master's degree. In some cases the teachers have probably acquired a doctoral degree without first acquiring a master's degree. In other cases they may have just failed to report the master's degree. But other than the percentage of teachers listed as holding the bachelor's degree only, all have a master's degree or some higher degree.

It is seen from Table II, in comparing the proportion of teachers holding the doctoral degree in the various subject fields, that the teachers of the social sciences rank the highest in this respect, with the teachers of the natural sciences ranking only slightly lower. Of the first group, 66.3 per cent of the teachers hold some type of a doctoral degree, and of the second, 66.1 per cent hold such degrees. The health and physical education teachers are found to be the group with the smallest proportion of teachers holding doctoral degrees, with only 24.4 per cent of them holding such degrees. The proportions of the teachers in the other groups holding some type of a doctoral degree are as follows:

humanities, 58.3 per cent; education, 44.4 per cent; and vocational-professional, 30.2 per cent.

It is seen from Table II that the highest percentage of Ph. D. degrees is held by the natural science teachers, with the social science teachers ranking second and the humanities teachers ranking third. The health and physical education teachers are found to be the group with the smallest proportion holding this degree.

The education group has the highest percentage of teachers holding the Ed. D. degree, with the health and physical education teachers ranking second, the only other group with more than 5 per cent holding this degree.

The four teachers holding the D. Sc. degree are found in the natural science and social science groups, and the four listed as holding some other doctoral degree are found in the humanities and vocational-professional group. In this classification were placed teachers holding such specialized degrees as doctor of veterinary medicine and doctor of jurisprudence.

Thus from Table II it may be seen that the group of teachers included in this study is varied in terms of their preparation for teaching, as well as widely dispersed in respect to the graduate institutions from which they received their preparation and the different subjects they teach.

### Teaching Fields

What a teacher is required to teach, particularly during the first year of teaching, may have an important bearing upon the teaching problems

encountered. Not only is the teaching load important, but even greater problems may arise from having to teach subjects outside the major field of specialization, or from having to teach a combination of subjects in two or more fields. It was on the basis of this fact that the 561 teachers who participated in this study were asked to list the areas in which they did the beginning year of teaching, and for comparative purposes the teaching fields for the academic year 1950-1951. Table III-A gives the information obtained from them with respect to teaching fields during the first year of teaching.

The table is constructed to show the number teaching only in the major field, minor field, and some field outside the area of specialization. In addition, it gives the number teaching subjects in the following combinations of areas: major field, minor field, and some field outside the areas of specialization; major field and minor field; major field and some field outside the areas of specialization; and minor field and some field outside the areas of specialization. Then finally, it shows the total number instructing in the minor field of specialization and the total number teaching outside the areas of specialization. The table is based on data from 554 questionnaire replies. Seven of the total number of teachers included in the study did not answer this part of the questionnaire.

Considering, first the total number of teachers, it may be seen from Table III-A that 72.0 per cent of them taught their beginning year in the major field only, 6.0 per cent in the minor field only, and 2.5 per cent taught in some field outside the areas of specialization. In





the way of teaching combinations, 2.7 per cent taught subjects in the major, minor, and some other fields, 12.6 per cent a combination of subjects in the major and minor field, 3.4 per cent subjects in the major and some other field, and only 0.7 per cent subjects in the minor and some other field.

The fact that 72.0 per cent of the teachers taught exclusively in the major field the first year of teaching means that 28.0 per cent taught at least one subject outside the major field. Of these, as seen from Table III-A, 22.0 per cent of the total number taught at least one subject in the minor field and 9.4 per cent at least one subject outside the areas of specialization.

In analyzing the data according to subject fields, it is seen that the vocational-professional classification shows the highest percentage of teachers instructing in the major field only, with the natural science teachers ranking second in this respect. The other groups, in terms of percentage of teachers instructing in the major field only, rank as follows: humanities, third; health and physical education, fourth; education, fifth; and social science, sixth. None of the groups shows less than 61 per cent of the teachers instructing in the major field only.

In the comparison of teaching combinations of the various groups, considering all types of combinations shown in the tabulations, it is found that the education group has the largest proportion of teachers teaching some combination of subjects in two or more fields. The other groups rank, in this respect, as follows: social sciences, second;

humanities, third; natural sciences, fourth; health and physical education, fifth; and vocational-professional, sixth.

If the teachers included in this study can be considered to represent college teachers in general, based on data in Table III-A, the significant conclusion can be drawn that over one-fourth of beginning teachers start their careers by teaching subjects outside their major field, and nearly one-tenth, subjects outside the areas of specialization. This lends strong evidence to support the argument that education broader in scope would offer more adequate preparation for beginning college teachers than the highly specialized training traditionally offered by graduate schools.

Table III-B is constructed the same as Table III-A, differing only in that it shows the teaching areas and combination of areas for the academic year 1950-1951. The data in the table are based on 530 questionnaire replies, fourteen less than in Table III-A. This decrease in number is due to the fact that teachers starting careers in 1950 replied only to the part of the questionnaire pertaining to beginning college teachers. This fact was indicated by the teachers in answering the questionnaire. From an analysis of the data from Table III-B it may be seen that 77.9 per cent of the teachers were teaching in the major field of specialization during the academic year 1950-1951. In a comparison of these data with those in Table III-A, it is found that 5.9 per cent more of the teachers were instructing in the major field during the academic year 1950-1951 than in the beginning year of teaching. Not only is a gain shown in the total number of teachers instructing in this

TABLE III-B

DISTRIBUTION OF 530 OUT OF 561 COLLEGE TEACHERS IN SIX SUBJECT FIELDS ACCORDING TO TEACHING AREAS DURING THE ACADEMIC YEAR 1950-1951

Area	Number and Per Cent of Teachers Teaching in:																	
	Major Field Only		Minor Field Only		Another Field Only		Maj., Min. & Other Field		Maj. & Minor Field		Maj. & Another Field		Minor & Another Field		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%		
Education	55	79.7	2	2.9	1	1.5	2	2.9	7	10.1	2	2.9	0	0.0	11	15.9	5	7.3
Humanities	70	72.9	2	2.1	3	3.1	3	3.1	13	13.5	2	2.1	3	3.1	21	21.9	11	11.5
Natural Sciences	93	83.8	5	4.5	2	1.8	5	4.5	4	3.6	2	1.8	0	0.0	14	12.6	9	8.1
Health and Physical Educ.	31	77.5	2	5.0	1	2.5	0	0.0	6	15.0	0	0.0	0	0.0	8	20.0	1	2.5
Social Sciences	67	71.3	3	3.2	2	2.1	3	3.2	11	11.7	8	8.5	0	0.0	17	18.1	13	13.8
Professional Vocational Applied Sciences	97	80.8	4	3.3	4	3.3	6	5.0	6	5.0	3	2.5	0	0.0	16	13.3	13	10.8
Totals	413	77.9	18	3.4	13	2.5	19	3.6	47	8.9	17	3.2	3	0.6	87	16.4	52	9.8

field, but in each of the subject fields, with the exception of the humanities. The gains ranged from 2.5 per cent by the health and physical education teachers to 10.3 per cent by the social science teachers. The humanities teachers show a decrease of 2.5 per cent.

As a result of the increase in number of teachers instructing in the major field only, for the academic year 1950-1951, over the number teaching in this field the beginning year, there was a consequent decrease in the total number teaching in the minor field. There was a decrease not only in the number teaching in the minor field only but also in the number teaching any subject in the minor field. However, the decrease is not consistent throughout the various subject fields. The humanities and the natural science teachers show a slight increase in percentage of teachers instructing in the minor field only, and the humanities a slight increase in the number teaching at least one subject in this field.

In the comparison of the percentage of those teaching at least one subject outside the fields of specialization, it may be seen that there is a slight increase in the percentage teaching in this area during the school year 1950-1951 over the percentage teaching in this area during the beginning year. It is found in comparing the data of the two tables with respect to combinations of teaching fields, considering all types of combinations, that a smaller percentage of teachers was teaching combinations during the year 1950-1951 than were doing so the beginning year of teaching.

Comparison of the data in Table III-A and Table III-B reveals the



fact, as represented by the teachers included in this study, that the beginner teaches more subjects outside of the major field of specialization, and has a slightly more unfavorable situation with respect to combinations of subjects taught than does the experienced teachers. The difference may not be great enough to cause major concern, but it is of sufficient significance to raise the question as to whether it is educationally sound to give to the beginning teacher a heavier teaching load and a more undesirable combination of teaching subjects than are given to the experienced teacher. It seems that the inexperienced teacher has sufficient problems in adjusting to a new position and a new environment without adding to the difficulties by giving him an undesirable combination of subjects.

#### Problems Encountered by Teachers During the First Year of Teaching

In order to get information from teachers concerning the problems encountered during the first year of teaching, a list of eleven problems, or conditions from which problems arise, was compiled and sent to them in the questionnaire. They were to be checked if encountered as problems during the initial year of teaching. In addition to the eleven problems listed in the questionnaire, four others were suggested. These fifteen problems and the number of teachers encountering them are presented in Table IV.

From the data presented in Table IV, evidently one of the main sources of difficulties of beginning college teachers is the "Background of training and experience with which the students come to college."





Over 50 per cent of all of the teachers and over 40 per cent of those in each subject field indicated this as a source of difficulty during the first year of teaching. The highest percentage of any group to check the problem were the teachers of the natural sciences, with slightly over 66 per cent listing the problem. This is a difference of over 16 per cent more than the percentage of teachers of any of the other groups checking the problem.

Since over one-half of the teachers in this study indicated inadequate preparation for college as a source of difficulty, it appears to be serious enough in nature to warrant the consideration of educators, perhaps at both the high school and college level. The basic cause of the problem probably lies in the increased number of students who now enter college. The increased number of students, as pointed out in the introduction to this study,<sup>3</sup> has brought to college campuses student bodies much more heterogeneous in nature than formerly. The students differ more widely in educational training received prior to entering college, in social and economic backgrounds, and in aims and objectives upon entering college.

The problem is complicated and has no one solution. The entire solution does not appear to lie in high schools doing a better job of preparing students for college. This may be a partial solution. Other partial solutions may lie in curriculum changes within the college and in better college guidance and student personnel programs, but the chief

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<sup>3</sup>See Introduction for a discussion of this problem.

significance of the problem so far as this study is concerned is its relation to the preparation of college teachers. In this respect, if the beginning college teacher is to cope with the problems inherent in the education of students as varied in characteristics as are present college students, it appears that they need a different type of education from the highly specialized education traditionally offered. It seems that attention needs to be given to some of the aspects too frequently neglected in the education of college teachers, such as methods of college teaching, guidance and student personnel problems, the psychology of learning and of college-age students, and the role and general purposes of higher education in the American democratic society. A college education including these factors, plus the desirable aspects of traditional education, would, it seems, give a college teacher greater understanding and the ability to cope better with the problems inherent in teaching a heterogeneous student body such as that found in the typical American college, than does the highly specialized training too frequently offered as preparation for college teaching.

Ranking second on the list, in terms of difficulty given teachers during the initial year of teaching is that of "Evaluation of student performance." Slightly over 35 per cent of the total number of teachers indicated this as a source of difficulty during their first year of teaching. The per cent of the teachers checking the problem in the different subject groups ranged from 54.1 per cent to 21.7 per cent, with the education group having the highest percentage of teachers checking the problem, and the natural sciences having the lowest. In terms of percentage of teachers

checking the problem, the other groups rank as follows: social sciences, second; humanities, third; vocational-professional, fourth; and health and physical education, fifth.

From Table IV it may be seen that the matter of "Stimulating student thinking" was a problem for 31.2 per cent of the teachers during their initial experience in college teaching. The problem was most frequently encountered by education teachers and least often by humanities teachers. However, only a slightly smaller percentage of the humanities teachers checked the problem than did the natural sciences teachers. The other groups in terms of percentage of teachers encountering the problem, rank as follows: physical education, second; social sciences, third; and vocational-professional, fourth.

Ranking fourth on the list as a cause of difficulty for teachers undertaking college teaching for the first time is the problem of "Getting students to relate material being taught to current problems and situations." This problem was indicated as a difficulty by 29.1 per cent of the total number of teachers. It was most frequently encountered by teachers in the education group and least often in the natural sciences group. The other groups, in terms of percentage of teachers listing the problem, rank as follows: health and physical education, second; social sciences, third; vocational-professional, fourth; and humanities, fifth.

The fifth ranking problem, in terms of the percentage of teachers checking it as a difficulty, is that of "Organizing and presenting subject matter within the ability range of students." This was checked as being a problem the beginning year of teaching by 27.8 per cent of the

total number of teachers. In terms of percentage of teachers checking the problem, the subject groups rank as follows: social sciences, first; education, second; health and physical education, third; humanities, fourth; vocational-professional, fifth; and natural sciences, sixth.

The problems checked by at least 20 per cent of the teachers have been presented. The other problems, with the per cent of the total number of teachers checking, are as follows: "Developing student interest," 19.1 per cent; "Relating subject matter being taught to other areas of knowledge," 18.2 per cent; "Difficulties due to lack of administrative understanding of teaching problems," 13.4 per cent; "Counseling and giving individual guidance to students," 12.5 per cent; "Understanding needs and objectives of students," 11.8 per cent; "Developing proper student-teacher relations," 9.8 per cent; "Heavy teaching duties," 2.9 per cent; "Lack of physical facilities," 2.0 per cent; "Lack of preparation in subject field," 1.8 per cent; and "Lack of training for college level teaching," 0.7 per cent. It is probable that the last four problems on the list would have been checked by a greater percentage of teachers if they had been written on the questionnaire as were the first eleven problems.

It is interesting to note that 43, or 7.7 per cent of the total number of teachers checked none of the problems listed in the questionnaire, or indicated they had other problems.

Five of the problems, "Difficulties due to the background of training and experience with which students come to college," "Evaluation of student performance," "Stimulating student thinking," "Getting



students to relate material being taught to current problems and situations," and "Organizing and presenting subject matter within the ability range of students," were each checked by over 25 per cent of the teachers. Some of these probably present difficulties, not only for beginning college teachers, but for many experienced teachers as well. Courses in methods of teaching, internship in college teaching, educational psychology, and professional education in general will not give beginning college teachers immediate solutions to the problems they encounter. However, a well-designed program, including the factors mentioned plus other necessary factors, should prepare beginning teachers better for coping with the problems encountered during the early years of teaching than the negligible amount of preparation traditionally given for college teaching.

#### Evaluation of Research Experience

Of the teachers included in this study, consideration has been given to the training received in terms of degrees held, to the combination of teaching areas the beginning year of teaching and for the academic year 1950-1951, and to the problems encountered during the initial year of college teaching. Attention will next be given to an evaluation by the teachers of certain phases of college training received in preparation for college teaching. Consideration is first given to an evaluation of research experiences.

The emphasis on research by graduate schools has probably produced more criticism on the part of writers and educators interested in improving the preparation of college teachers than any one other factor.



The value of research and the understanding of research techniques are not discounted. But the question is frequently raised as to the value of the research experience presently required and the undue portion of time that graduate students have to spend on research in preparing for college teaching. It is interesting to note the reactions of the teachers of this study to the research projects required of them in fulfilling degree requirements in preparation for college teaching.

Table V shows the number of teachers who completed a research project in partial fulfillment of the requirements for the doctor's or master's degree, and an evaluation of the experience in terms of its value as an aid in teaching. From the table it may be seen that 486, or 88.6 per cent of the total number of teachers completed research projects in fulfilling the requirements for degrees. The percentage of teachers of the different groups completing research projects ranges from 96.1 per cent to 78.1 per cent. The groups rank, in terms of percentage of teachers completing research projects, as follows: social sciences, first; natural sciences, second; education, third; humanities, fourth; vocational-professional, fifth; and health and physical education, sixth.

The natural science teachers seem to place somewhat higher value on research than do the teachers of any of the other subject groups. Eighty-two and one-tenth per cent of the teachers of this group rated their research experience as having "considerable value" or "great value," with only 18.0 per cent rating it as having "little value" or "no value."

As represented by the teachers in this study, physical education teachers appear to place less value on research, or research as they

TABLE V

EVALUATION BY 483 OUT OF 561 COLLEGE TEACHERS IN SIX SUBJECT FIELDS OF RESEARCH PROJECTS COMPLETED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR DOCTORS' OR MASTERS' DEGREES

Subj ect Fields	Number of Teachers Who Com- pleted and Who Did Not Complete Research Projects				Evaluation of Research Experience*										
	Completed		Not Completed		Total Number Teachers	No Value		Little Value		Consider- able Value		Great Value			
	No.	%	No.	%		No.	%	No.	%	No.	%	No.	%		
	No.		%		No.		%		No.		%		No.		%
Education	61	84.7	11	15.3	72	4	6.6	16	26.2	21	34.4	20	32.8		
Humanities	86	83.5	17	16.5	103	7	8.1	14	16.3	28	32.6	35	40.7		
Natural Sciences	106	92.2	9	7.8	115	6	5.7	13	12.3	30	28.3	57	53.8		
Health and Physical Education	32	78.1	9	22.0	41	4	12.5	9	28.1	8	25.0	11	34.4		
Social Sciences	97	96.1	4	5.0	101	5	5.2	17	17.5	39	40.2	36	37.1		
Professional-Vocational Applied Sciences	104	80.6	25	19.4	129	5	4.8	19	18.3	42	40.4	37	35.6		
Totals	486	86.6	75	13.4	561	31	6.4	88	18.1	168	34.6	196	40.3		

\*Three teachers did not evaluate their research projects.

experienced it in college, than do other teachers. Of this group, 40.6 per cent of the teachers, in terms of a teaching aid, rated their research experience as having "little value" or "no value," with 59.4 per cent rating it as having "considerable value" or "great value."

The percentage of teachers of the other groups giving their research experiences a valuation of "considerable value" or "great value," is as follows: social sciences, 77.3 per cent; vocational-professional, 76.0 per cent; humanities, 73.3 per cent; and education, 67.2 per cent.

As represented by the teachers included in this study, it appears that a majority of college teachers find the research projects completed in the fulfillment of degree requirements to be of "considerable value" or "great value" to them in teaching. However, the fact that 119 of the teachers included in the study, nearly 25.0 per cent of the total number, rated their college research experience as being of "little value" or "no value" may warrant special consideration. Of the 119 teachers, 64 or 53.8 per cent were teachers holding doctoral degrees and the remaining 55, or 46.2 per cent were teachers holding masters' degrees.

Another fact to be considered is that teachers in some subject fields place much higher valuation on college research than do teachers of other subjects. As has been pointed out, over 40 per cent of the health and physical education teachers regard research experience as having "little value" or "no value" as a teaching aid, while only 18 per cent of the natural science teachers so regard their research experiences. This seems to indicate that as far as research is concerned, the requirements for teachers of different subjects, with different needs and

objectives, should not necessarily be the same. There should be a difference in requirements or in the type of research training offered. A possible solution is for the graduate schools to make the degree requirements more flexible and of such nature that they can be adjusted to the individual needs, purposes, and objectives of the prospective college teacher.

#### Evaluation by College Teachers of Internship Experience for Beginning College Teachers

Experience in teaching under supervision has been offered for prospective high school teachers for some time. But it has only been recently that colleges have considered offering such an experience for beginning college teachers. Table VI shows the number of teachers included in this study who reported some form of internship or apprentice teaching under supervision, and their evaluation of it. The table shows also the value that the internship or apprenticeship is considered to have for a beginning college teacher by a number of teachers who themselves did not have the experience.

From the table it may be seen that only 104, or 18.5 per cent, of the total number of teachers reported internship or apprentice teaching under supervision. There is no indication as to the particular nature of the experience. It is probable that some of the teachers listing this as part of their college training did it on a graduate assistant basis, as several of the teachers indicating that they had internship or apprenticeship teaching also indicated they had experience as a teaching graduate assistant under the supervision of a college teacher.

TABLE VI

EVALUATION OF INTERN TEACHING BY 453 OUT OF 561 COLLEGE TEACHERS IN SIX SUBJECT FIELDS,  
104 OF WHOM REPORTED INTERN EXPERIENCE AND 349 OF WHOM DID NOT

Subject Fields	Evaluation by Teachers Reporting Intern Experience						Evaluation by Teachers Who Did Not Report Intern Experience *					
	Number Teachers		No Value		Little Value		Considerable Value		Great Value		No Value	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Education	11	15.3	0	0.0	0	0.0	5	45.6	6	54.5	61	84.7
Humanities	14	13.6	0	0.0	3	21.4	3	21.4	8	57.2	89	86.4
Natural Sciences	26	22.6	0	0.0	4	15.4	15	57.7	7	26.9	89	77.4
Health and Phys. Ed.	21	51.2	0	0.0	2	9.5	5	23.8	14	66.7	20	48.8
Social Sciences	16	15.9	0	0.0	3	18.8	10	62.5	3	18.7	85	84.2
Prof.-Voc. Ap. Sci.	16	12.4	0	0.0	0	0.0	6	37.5	10	62.5	113	87.6
Totals	104	18.5	0	0.0	12	11.5	44	42.3	48	46.2	457	81.5
											24	5.3
											90	19.7
											158	34.4
											77	16.8

\*One hundred eight teachers gave no evaluation.



It may be seen from Table VI that of the subject groups, the health and physical education teachers most frequently had internship or apprenticeship teaching, while the teachers of the vocational-professional group had the experience less frequently than the teachers of any of the other groups. Of the former, 51.2 per cent had such an experience, while only 12.4 per cent of the latter group had it. The percentage of the teachers in the other groups reporting internship experience are as follows: natural sciences, 22.6 per cent; social sciences, 15.9 per cent; education, 15.3 per cent; and humanities, 13.6 per cent.

Of the teachers having internship or apprentice teaching experience, none rated it as having "no value" and only 11.5 per cent rated it as having "little value," while it was rated as having "considerable value" by 42.3 per cent of the teachers and as having "great value" by 46.2 per cent.

In a comparison of the valuation placed on internship or apprentice teaching by the teachers of the different subjects, it may be seen from Table VI that all of the teachers of education and of the vocational-professional subjects rated the experience as having either "considerable value" or "great value," with more teachers in both groups rating the experience as having "great value" than rated it as having "considerable value." Of all the groups, the humanities teachers placed the least value on their internship experience, with 78.6 per cent rating it as having "considerable value" or "great value," and 21.4 per cent as having "little value." Of the other groups the experience was rated as having "considerable value" or "great value" by 90.5 per cent of the health and physical



education teachers, 84.6 per cent of the natural science teachers, and 81.2 per cent of the social science teachers. From the data presented, it seems to be a valid conclusion that the teachers who have had internship or apprentice teaching under supervision value it quite highly.

Of the 457 teachers who did not have internship or apprentice teaching experience, 108, or 23.8 per cent, of the number offered no opinion as to the value that such an experience might have for a beginning college teacher. No reasons were given for not offering an evaluation. However, 51.2 per cent of the 457 teachers expressed a feeling that internship or apprentice teaching experience would have either "considerable value" or "great value" for a beginning college teacher, while only 24.9 per cent considered it would have "little value" or "no value." Of the subject groups, the education teachers placed a significantly higher valuation on internship or apprentice teaching for beginning college teachers than did the teachers of any of the other groups. Of this group, 70.6 per cent expressed themselves as feeling the experience would have "considerable value" or "great value" for a beginning college teacher. Only 55 per cent of the health and physical education teachers, the group next highest in terms of valuation placed on the experience, gave it a rating of "considerable value" or "great value." Over 39 per cent of each of the other groups rated internship or apprentice teaching as having "considerable value" or "great value."

It should be added that some of the teachers who rated internship or apprentice teaching as having "considerable value" or "great value" for the beginning college teacher, qualified their statements by saying

that it would depend on the individual student and particularly the supervising institution. The comments are worthy of note. For a program of internship or apprentice teaching to be effective, it must be well constructed, supervised, and controlled. It may have been consideration of this fact that kept a number of teachers from evaluating such training.

However, from the data presented it appears that the conclusion can be validly drawn, as represented by the teachers in this study, including those who had and did not have internship or apprentice teaching experience, that a majority of college teachers consider supervised teaching to be of value for prospective college teachers. In addition to the data presented in Table VI, as indicated in a later section of this chapter, sixty-one of the teachers in offering suggestions as to ways in which their preparation for college teaching could have been improved, suggested that it might have been improved by some kind of supervised teaching experience. The most significant fact of the total data presented seems to be that 88 per cent of the teachers who had supervised internship or apprentice teaching rated it as having "considerable value" or "great value." This estimated value placed on some kind of teaching experience by teachers while undergoing college training is worthy of consideration by graduate schools preparing college teachers.

#### Aspects Pertaining to Graduate Assistant Experience as Training for College Teaching

A form of teaching experience that has commonly been offered to graduate students preparing for college teaching is that of part-time teaching on a graduate assistant basis. However, many students have

experiences as graduate assistants in which no teaching is involved. Table VII presents some facts pertaining to graduate assistant experiences of the teachers included in this study. The table is constructed to show the total number who had graduate assistant experiences and the number who had assistantships involving teaching and non-teaching activities. In addition, the table presents the valuation placed on the experiences by the teachers as a factor aiding in college teaching. The valuations are given separately for assistantship experiences involving teaching and those involving non-teaching activities.

From Table VII it may be seen that 392, or 69.9 per cent of the teachers had some form of graduate assistant experience during their college training. Of the 392 teachers having such experiences, 287, or 51.1 per cent of the total number of teachers had assistantships which involved some teaching, while 105, or 18.7 per cent of the total had assistantships involving non-teaching activities.

The subject groups rank, in terms of percentage of teachers having had graduate assistant experiences involving both teaching and non-teaching activities, as follows: natural sciences, first; social sciences, second; humanities, third; health and physical education, fourth; education, fifth; and vocational-professional, sixth. When the groups are ranked according to percentage of teachers having assistantships involving teaching, the groups rank as follows: natural sciences, first; social sciences, second; health and physical education, third; humanities, fourth; education, fifth; and vocational-professional, sixth.

Table VII reveals, in giving consideration to the valuation placed

TABLE VII

EVALUATION OF GRADUATE ASSISTANTSHIPS INVOLVING DIFFERENT TYPES OF EXPERIENCES  
BY 392 OUT OF 561 COLLEGE TEACHERS IN SIX SUBJECT FIELDS

Sub- ject Field	Number Teachers Having Different Types Assistantship Experiences						Evaluation of Assistantship Experiences																	
	Teach. Only		No Teach.		Comb. Teach. Other		Total		When Teaching Involved						When No Teaching Involved									
	No.	%	No.	%	No.	%	No.	%	No.	Value	Little Value	Consid- erable Value	Great Value	No.	%	No.	Value	Little Value	Consid- erable Value	Great Value	No.	%		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Educ.	8	11.1	9	12.5	27	37.5	44	61.1	0	0.0	2	5.7	21	60.0	12	34.3	0	0.0	4	44.4	3	33.3	2	22.2
Human.	23	22.3	12	11.7	32	31.1	67	65.1	1	1.8	1	1.8	27	49.1	26	47.3	1	8.3	7	58.3	3	25.0	1	8.3
Nat. Sci.	13	11.3	31	27.0	59	51.3	103	89.6	1	1.4	3	4.2	28	38.8	40	55.6	2	6.5	5	16.1	16	51.6	8	25.8
Health & P. E.	15	36.6	2	4.9	9	22.0	26	63.4	0	0.0	0	0.0	7	29.2	17	70.8	0	0.0	0	0.0	2	100.0	0	0.0
Soc. Sci.	14	13.9	20	19.8	46	45.6	80	79.2	0	0.0	2	3.3	25	41.7	33	55.0	0	0.0	5	25.0	11	55.0	4	20.0
Prof.- Voc. Ap.Sc.	4	3.1	31	24.0	37	28.7	72	55.8	1	2.4	5	12.2	16	39.0	19	46.3	1	3.2	7	22.6	16	51.6	7	22.6
Totals	77	13.7	105	18.7	210	37.4	392	69.9	3	1.1	13	4.5	124	43.2	147	51.2	4	3.8	28	26.7	51	48.6	22	21.0

upon assistantship experiences, that teachers who had assistantships involving some teaching value it more highly than the teachers having assistantships involving non-teaching activities. Of the teachers having assistantships involving teaching, 94.4 per cent rated the experience as having "considerable value" or "great value," as compared to 69.6 per cent of the teachers who gave this rating to assistantships involving non-teaching activities. Well over 90 per cent of the teachers in all of the subject groups, with the exception of the vocational-professional group, gave a rating of "considerable value" or "great value" to assistantship experiences involving teaching. Of the vocational-professional group, 85.3 per cent of the teachers gave this rating to assistantship experiences.

There is much greater variation in the value placed on non-teaching assistantships. Only 33.3 per cent of the humanities teachers gave a rating of "considerable value" or "great value" to this type of assistantship, while 77.4 per cent of the natural science teachers, 75.0 per cent of the social science teachers, 74.2 per cent of the teachers of the vocational-professional subjects, and 55.5 per cent of the education teachers gave this rating to the experiences. The two teachers of the health and physical education group who had non-teaching assistantships gave the experiences a rating of "considerable value."

Table VIII reveals other facts concerning the teachers who had graduate assistantship experiences. This table gives the non-teaching activities in which the teachers participated while working as graduate assistants. From the table it may be seen that the three most common



TABLE VIII

DISTRIBUTION OF 392 OUT OF 561 COLLEGE TEACHERS IN SIX SUBJECT FIELDS ACCORDING TO PARTICIPATION IN NON-TEACHING ACTIVITIES WHILE HOLDING GRADUATE ASSISTANTSHIPS

Subject Field	Total Having Assist. Experience		Grading Papers		Laboratory Assistant		Research Assistant		Other Experiences*	
	No.	%	No.	%	No.	%	No.	%	No.	%
Education	144	61.1	21	47.7	8	18.2	3	6.8	3	6.8
Humanities	67	65.6	33	49.6	9	13.4	1	1.5	9	13.4
Natural Sciences	103	89.6	54	52.4	69	67.0	4	3.9	9	8.7
Health and Physical Education	26	63.4	7	26.9	1	3.9	0	0.0	2	7.7
Social Sciences	80	72.2	56	70.0	20	25.0	8	10.0	8	10.0
Professional-Vocational Applied Sciences	72	55.8	46	63.9	41	56.9	7	9.7	5	6.9
Totals	392	69.9	217	55.4	148	37.8	23	5.9	36	9.2

\*Most frequently occurring experiences in this classification were:

1. Library Assistant
2. Storeroom Keeper
3. Administrative Assistant
4. Tutoring of students
5. Conducting musical and dramatic performances



non-teaching activities in which the teachers engaged were the grading of papers, laboratory assistantships, and some type of research work. Of these activities, 55.4 per cent of the teachers had some experience grading papers, 37.8 per cent worked as laboratory assistants, and 5.9 per cent assisted in some type of research work. The "other experiences" listed in the table, in which 9.2 per cent of the teachers engaged, included such activities as library assistant, storeroom keeper, administrative assistant, tutoring of students, and conducting musical and dramatic performances.

It is seen in giving consideration to the activities participated in by teachers of the various subject groups that the highest percentage of the teachers of the social sciences participated in the grading of papers. The other groups rank in this respect as follows: vocational-professional, second; natural sciences, third; humanities, fourth; education, fifth; and health and physical education, sixth.

In terms of the percentage of teachers having experience as laboratory assistant, the groups rank as follows: natural science, first; vocational-professional, second; social science, third; education, fourth; humanities, fifth; and health and physical education, sixth.

The social sciences are the only group to show as many as 10 per cent of the teachers having experiences as research assistants; the humanities and social science groups are the only two to show as many as 10 per cent of the teachers engaging in what is listed in the table as "other experiences."

Consideration has been given to the number of teachers who had

graduate assistant experiences, the activities which the assistantships involved, and an evaluation of them. It is interesting to note next the supervision the teachers received while serving as graduate assistants. This information is given in Table IX.

From the table it may be seen that well over a majority of the teachers did not receive regularly scheduled supervision. Only 30.1 per cent of the total number of teachers having graduate assistant experiences indicated that they met in regularly scheduled conferences or seminars with the professor in charge. Another 2.0 per cent received "other supervision," which included visits by the professor in charge or scheduled departmental and staff meetings. Six of the teachers, 1.5 per cent of the total number, indicated they received no supervision. The remaining 66.3 per cent indicated they could go to the professor in charge for consultation concerning problems. This could mean that considerable aid and supervision were given, or it could mean that very little were given, probably the latter.

A few more of the natural science teachers indicated that they met in regularly scheduled conferences than did the teachers of other groups. This is possibly due to the number of laboratory assistants in this group that had to meet with the professor for instruction in carrying on the work. The least regularly scheduled supervision was received by the humanities teachers. However, when all of the groups are considered together, there is not a great deal of variation in the amount and type of supervision, with over two-thirds receiving no regularly planned guidance.

TABLE IX

DISTRIBUTION OF 392 OUT OF 561 COLLEGE TEACHERS IN SIX SUBJECT FIELDS ACCORDING TO SUPERVISION RECEIVED DURING EXPERIENCES AS GRADUATE ASSISTANTS

Subject Field	Total Number Having Graduate Experience	Dept. Head Major Prof. Avail. Consult. No.	Reg. Sched. Sem. Conf. Prof. Charge No.	Other Supervision Received * No.	No Supervision Received No.
Education	144	29	14	0	1
Humanities	67	47	15	2	3
Natural Sciences	103	61	38	3	1
Health and Physical Education	26	18	7	1	0
Social Sciences	80	54	24	1	1
Professional-Vocational Applied Sciences	72	51	20	1	0
Totals	392	260	118	8	6

\*Other supervision received included visits by professor in charge and departmental and staff meetings.

Another evaluation regarding graduate assistants is that made by college teachers of the quality of instruction which they themselves received as students from graduate-assistant instructors. This evaluation is presented in Table X. The table reveals that 202, or 36.0 per cent of the total number of teachers had one or more classes under instructors teaching as graduate assistants. The percentage of teachers in the various subject groups having such instructors ranges from 43.5 per cent to 23.6 per cent, with the natural science group having the highest percentage and the education group the smallest percentage. The other groups rank, in terms of percentage of teachers receiving instruction from graduate assistants, as follows: vocational-professional, second; social sciences, third; health and physical education, fourth; and humanities, fifth.

In consideration of the evaluation by teachers of the instruction given by graduate assistants, it may be seen from Table X that of the total number, 5.4 per cent rate the instruction given as "very poor," 10.4 per cent as "poor," 30.7 per cent as "fair," 37.6 per cent as "good," 10.4 per cent as "very good," and 5.4 per cent, who had more than one graduate assistant instructor, reported the quality of instruction as varying, some being "good" and some "poor."

Of the subject groups, well over a majority of each of the groups rated the instruction received from graduate assistants as "fair," with over 40 per cent of each of the groups, with the exception of the vocational-professional group, rating it as "good" or "very good." Of the latter group only slightly over 34 per cent of the teachers gave a rating of "good" or "very good."

TABLE X

EVALUATION OF INSTRUCTION RECEIVED FROM GRADUATE ASSISTANTS BY  
202 OUT OF 561 COLLEGE TEACHERS IN SIX SUBJECT FIELDS

Subject Fields	Total Who Had Graduate As- sistants as Instructors		Very Poor		Poor		Fair		Good		Very Good		Varied: Some Good, Some Poor	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Education	17	23.6	2	11.8	3	17.7	4	23.5	6	35.3	2	11.8	0	0.0
Humanities	27	26.2	2	7.4	4	14.8	7	25.9	9	33.3	4	14.8	1	3.7
Natural Sciences	50	43.5	0	0.0	3	6.0	17	34.0	23	46.0	4	8.0	3	6.0
Health and Physical Education	15	36.6	0	0.0	0	0.0	6	40.0	7	46.7	1	6.7	1	6.7
Social Sciences	38	37.6	2	5.3	5	13.2	8	21.1	18	47.4	4	10.5	1	2.6
Professional-Vocational Applied Sciences	55	42.6	5	9.1	6	10.9	20	36.4	13	23.6	6	10.9	5	9.1
Totals	202	36.0	11	5.4	21	10.4	62	30.7	76	37.6	21	10.4	11	5.4



From the data presented it appears that the teachers of this study who had graduate assistants as instructors generally viewed the instruction received from them with favor, with only 15.8 per cent of them finding it "poor" or "very poor."

A few comments were made by some of the teachers concerning the use of graduate assistants as instructors. In regard to the matter, a teacher of home economics who had no classes under such instructors, stated:

I consider this one of the "must nots" in higher education. I have heard more criticisms from our students about classes being taught by graduate students who freely admit that they are uncertain of their ground. I believe there are few graduate students who can stand the strain of graduate work and fellowship work and do a good job of either. I believe I would be inclined to drop a course if I found it being taught by a graduate student.

In the same connection a teacher of political science says:

I had no classes under instructors teaching on an assistantship basis. But I have heard a lot of complaints and generally consider it a dubious practice.

The two quotations above indicate that some teachers question the use of graduate assistants as college instructors. A teacher of journalism from whom the following quotation is taken evidently views the matter in a different light. He states: "The instruction received from graduate assistants was better than that received from many of the regular professors."

A summary of the data relative to graduate assistants shows that 392 of the teachers, or 69.8 per cent of the total number of teachers included in the study, had some experience as a graduate assistant during

their college training. However, only 287 of the assistantships held by teachers involved college teaching. The other 105, or 18.7 per cent of the total number of teachers, involved non-teaching activities, such as laboratory assistant, grading papers, and some type of research experience.

In the way of evaluation of graduate assistant experiences, a majority of the teachers, both those having had assistantships involving teaching and those involving non-teaching activities, rated it as having "considerable value" or "great value." However, a larger proportion of the teachers having had assistantships involving teaching gave the experiences a rating of "considerable value" or "great value" than did those having assistantships involving non-teaching activities.

With respect to supervision during the graduate assistant experiences, well over a majority reported they had no planned and regularly scheduled supervision. However, in most cases they indicated the professor was available for consultation concerning problems encountered.

With respect to the quality of instruction received from graduate assistants, it has been seen that 202 of the teachers, 36.0 per cent of the total number, had classes under graduate assistants. Of these, well over a majority rated the quality of instruction received from the graduate assistants as "fair" or better, with over 48.0 per cent rating it as "good" or "very good."

However, in comments from some of the teachers, there are indications that the practice is not generally considered to be entirely desirable. This fact is substantiated by some of the writings pertaining

to problems in the field of higher education. From the report of a conference held at Chicago, Illinois, concerning the preparation of college teachers comes the following statement:

Graduate assistantships have a history of service by the graduate institution. . . . Too largely graduate assistants have but carried on the menial tasks of the department. Too largely, too, they have had little effective supervision of instructional activities they perform.<sup>4</sup>

The report definitely indicates that graduate assistantships are not used primarily as a means of teacher education, but are based mainly on the financial needs of the student and the need of the institution for what is sometimes considered cheap labor.<sup>5</sup>

Hollis, in his study, Toward Improving Ph. D. Programs, found the use of graduate assistants a common practice in most universities. But he, too, concluded that the practice was not carried on primarily as a teacher-education device, but was based rather on the convenience of the institution and the financial needs of the student. As he states it:

. . . There is, however, very little evidence to suggest that despite a few outstanding exceptions, student teaching at this level is regarded more than a convenience to students and professors alike.<sup>6</sup>

Although a majority of the teachers in the present study found graduate assistant experience valuable, due to the lack of regularly scheduled supervision and the attitude that departments often assume

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<sup>4</sup>Theodore C. Blegen and Russell M. Cooper (eds.), The Preparation of College Teachers, p. 126.

<sup>5</sup>Ibid.

<sup>6</sup>E. V. Hollis, Toward Improving Ph. D. Programs, p. 145.

toward the graduate assistant, as indicated in the above quotations, it is questionable if assistantship experience, except in rare cases, offers the type of teaching experience needed by graduate students before engaging in full-time teaching. It seems that a much more valuable experience would be an internship in which regularly scheduled supervision is given. The internship would be more valuable if, also, it is carried on in conjunction with a seminar concerned with methods and problems of college teaching.

#### Unnecessary Repetition and Unnecessary Courses Required in College Programs

In this study an attempt was made to get the reactions of college teachers with respect to any unnecessary repetition in college courses and the number and type of college courses required in programs. The question included as a part of the questionnaire asked the teachers to react to the amount of repetition that had taken place in their major field of specialization, in the minor field of specialization, in education, and in other courses which they were required to take, and to "unnecessary" courses required in these areas. Because of the fact that education and major or minor subjects were the same in many instances, there was considerable duplication in some of the answers. Therefore, it was felt that tabulations could not validly be made and percentages computed as in other cases. However, each of the questionnaires was examined on the two questions and trends observed. The duplication was not considered great enough to invalidate the indication of trends.

With respect to unnecessary repetition, the teachers of this

study evidently do not feel that this was an important weakness in their college training in the major and minor fields of specialization, and in what was termed in the questionnaire as "other required subjects." The answers in these areas generally were "no repetition," or "some repetition," with a small number indicating there was "considerable repetition" and only a very few a "great amount of repetition." Generally, it appears, as represented by the teachers in this study, that college teachers do not consider repetition a serious weakness in their areas of specialization and what was termed in this study as "other required courses."

The trends with respect to repetition in education courses are based on the opinions of only about one-half of the teachers included in the study. The other teachers either had had no education courses, or just failed to respond to this part of the questionnaire. Of the teachers who responded to the question, a majority indicated that there was either "a considerable amount of repetition," or "a great amount of repetition" in the education courses they had. Although there was not a majority of teachers in the education group that indicated this degree of repetition, over a third did so. However, one teacher in the field of educational supervision wrote at considerable length in an attempt to explain why some students consider education courses repetitious. The following is a quotation from his statement:

The problem of repetition in college classes, particularly important in the field of education, has generated a lot of heat but not much light. I hope you will point out that advanced training in any field leads to a differentiation of the interests and achievements. This is certainly true in an



applied field such as education. As long as the advanced courses are large, the work is usually differentiated so that students of different capacities and interests may do work that is professionally valuable to them. The imaginative student goes into such courses and because of their looseness in structure is able to push his education ahead in a highly effective manner. The unimaginative student on the other hand sees not the opportunities that are offered in a multitude of directions, but lacking imagination, he regresses to his past experience and concludes that his course is merely a repetition of what he has had before. The professor, making a false assumption of initiative and imagination, concludes that the student has missed the main stream before and permits him to travel the same old route.

As pointed out in the foregoing quotation, there is necessarily a looseness in structure in many education courses, and perhaps a considerable amount of repetition is necessary. Evidently there are teachers who feel that if some of the courses were differently organized and presented, a certain amount of the repetition could be avoided. There is evidence of this feeling in the following quotation taken from a questionnaire statement of another education teacher:

I feel that in the field of education, if the courses could have been organized into a few integrated wholes and offered in seminar form, they would have been more valuable --could have learned more in a shorter time and I would have had more time to take courses in other areas that would have made me a broader individual.

There is some evidence of a trend in educational offerings to move in the direction advocated in the foregoing quotation. The following quotations taken from the final report of the Commission on Teacher Education indicate this trend.

The organization of general education and of the professional part of the preparatory program into relatively large blocks of time, with a conscious effort to increase

integration, continuity, and flexibility is more likely to prove effective than the use of a larger number of separately specialized courses.<sup>7</sup>

Greater institutional unity is a prime need in programs of higher education. This implies a more effective integration within and between the various parts of the college and university and also a greater ability among faculty members to work together group wise. Integration suggests moving away from a reliance on a patchwork of courses in the direction of programs made up of related units, each commanding a relatively large block of time. Such a move is discernible as respects both general and professional education and deserves support.<sup>8</sup>

Since there is a considerable amount of criticism made regarding the amount of repetition in education courses, it seems that the recommendation of the Commission on Teacher Education relative to greater integration in educational offerings, with courses offered in larger blocks, is worthy of experimentation by education departments. By such means, it may be possible to eliminate one of the causes of criticism of education courses.

It should be pointed out in giving consideration to the opinions of the teachers relative to unnecessary courses required in education, as in the question pertaining to repetition in courses, that only slightly over one-half of the teachers responded to this part of the question. The opinions of the teachers answering the question were quite varied in nature. There were some who expressed the feeling that "no unnecessary," or only a "few unnecessary" courses were required, while others expressed

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<sup>7</sup>Commission on Teacher Education, The Improvement of Teacher Education, p. 115.

<sup>8</sup>Ibid., p. 267.

the feeling that "several unnecessary" or "many unnecessary" courses were required in the field of education. The responses were so varied that a definite trend of thought could not be established.

To the part of the question referred to as "other required courses," the trend in the responses was toward "no" or only a "few unnecessary" required courses, with "several unnecessary" courses getting the vote of only a small group, and "many unnecessary" courses indicated by less than ten teachers. It should be pointed out that a significant number of teachers did not respond to this part of the question. No explanations were given for the lack of response.

With respect to required courses in the major and minor fields, the trend in the responses was definitely toward "no unnecessary" required courses or only "a few unnecessary" required courses. Only a very few teachers indicated that there were "several" or "many unnecessary" courses required in these areas.

After an examination of the responses of the teachers with respect to unnecessary repetition in courses and the number of unnecessary courses they were required to take, it appears that the conclusion can validly be drawn, with the possible exception of the amount of repetition in some education courses, that college teachers, as represented by the teachers in this study, do not feel that these factors were a serious defect in their college education.

#### Miscellaneous Factors Found Valuable by Teachers in Their College Training

Question IV (h) in the questionnaire asked the teachers to state

some of the things found valuable in their college training that were not considered in other parts of the questionnaire. Of the total number of 561 teachers, 315 of them, or 56.2 per cent of the total number, responded to this part of the questionnaire. Many of these mentioned more than one factor as being valuable.

In an analysis of the data, classification according to subject fields has not been made, nor have percentages been computed. The answers were given in varied ways and in different forms. To report the data it was thought best to put related answers into certain categories and report them according to the frequency of mention. The data are presented in this manner. It is to be remembered that some of the answers were not given as stated in the summary form, but they were considered to be enough like the statement to be put in the category to which assigned. The categories of replies in order of frequency of mention are presented in Table XI.

In terms of frequency of mention "Instruction of good teachers" ranks first among the miscellaneous factors teachers reported as being particularly valuable in their college training. In a few cases reference was made to the quality of instruction received in general. But usually reference was made to two or three professors, or in some cases to a single professor.

Ranking second on the list is "Extra-curricular and social activities." In this category mention was made of a number of different things. Mention was made of sports participation, both intra-mural and inter-scholastic; participation in the general social life of the campus,

including fraternities; participation in special functions such as band, dramatic productions, forensic affairs, honorary and professional organizations; and participation in student government and campus politics.

TABLE XI

MISCELLANEOUS FACTORS FOUND TO BE PARTICULARLY VALUABLE IN  
COLLEGE PROGRAMS BY 315 OUT OF 561 COLLEGE TEACHERS

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1. Instruction of good teachers	69
2. Extra-curricular and social activities	54
3. Subject matter courses in field of specialization	32
4. Informal relations with professors	31
5. Courses outside field of specialization giving breadth to training	25
6. Association with other students	25
7. Special courses concerning methods and problems of college teaching	18
8. Practical experience related to academic work	14
9. Contact with authoritative people in the field	10
10. Courses in public speaking	8
11. Wide general reading	7
12. Field trips and surveys	6

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Third in terms of frequency of mention was the value derived from subject matter courses in the field of specialization. In this connection, reference was usually made to a particular course in the field of specialization that had been especially helpful.

In connection with the fourth factor on the list, "Informal relations with professors," reference was usually made to some contact with the professor outside of class—in his home or over a "cup of coffee" between classes. Some teachers particularly stressed the importance of this relation.

In the fifth category on the list, "Courses outside the area of



specialization giving breadth to training," were mentioned general education courses, liberal arts courses, and courses in fields related to the area of specialization.

Considerable emphasis was placed by some teachers on the sixth ranking item, "Association with other students." Reference was made to work with students in groups in class, to informal seminars held to discuss problems, and informal relations with students in the dormitory or in campus association.

The seventh category, "Special courses concerning methods and problems of teaching," includes mention of such courses as guidance, psychology, methods courses in the area of specialization, and what was termed professional education courses.

Most mention of the eighth item, "Practical experience related to academic work," was made by engineering, accounting, and other teachers in the professional field.

"Contact with authoritative people in the field" is the last item on the list to be mentioned by as many as ten teachers. In this connection reference was made to both instructors and to men outside the academic field. The particular value derived from these people was not mentioned.

Ranking tenth, eleventh, and twelfth, respectively, on the list are "Courses in public speaking," "Wide general reading," and "Field trips and surveys," each mentioned by less than ten teachers.

From the data presented, it is seen that varied factors in college preparation are valued as teaching aids by teachers. Undoubtedly,

some of the factors mentioned were experienced in undergraduate training. Others may be considered to be incidental aspects of an individual's college education and unworthy of conscious effort on the part of institutions in making them available for students. However, there are some of the items ranking rather high on the list, such as "Informal relations with professors," "Courses outside the field of specialization giving breadth to training," and "Special courses related to methods and problems of teaching," to which graduate schools might well give consideration. Some of the items listed would perhaps have been rated as a valuable teaching aid by a larger number of teachers if they had been asked specifically to evaluate them. The fact that the items listed were voluntarily written in perhaps adds to their significance.

Suggestions Made by Teachers as to Ways that Their  
College Preparation Could Have Been Improved

The following data to be presented were taken from responses to question IV (7) of the questionnaire in which teachers were asked to make suggestions as to changes that could have been made in their college preparation which would have given them better preparation for meeting the problems of a beginning college teacher.

Two hundred and ninety teachers responded to this part of the questionnaire. Varied suggestions were made and suggestions having related bearing were expressed in different ways. For this reason, as in the previous discussion, the answers have been arranged in categories and listed according to frequency of mention. The suggestions and the frequency of mention are presented in Table XII.

TABLE XII

SUGGESTIONS MADE BY 290 OUT OF 561 COLLEGE TEACHERS IN REGARD TO  
WAYS THAT THEIR COLLEGE PROGRAMS COULD HAVE BEEN IMPROVED TO  
HAVE BETTER PREPARED THEM FOR BEGINNING COLLEGE TEACHING

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1. Training related to problems and methods of teaching	124
2. Teaching experience under supervision	61
3. More breadth and greater integration in college programs	55
4. Improved education courses	35
5. More good teachers	34
6. Additional courses in field of specialization	24
7. Training in public speaking and group dynamics	23
8. Courses better organized and presented	13

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Suggestions pertaining to courses concerned with methods and problems of teaching were made with twice the frequency of other suggestions made by teachers as to ways that their graduate education could have been improved. In this connection, several teachers suggested they would have profited by a general course in college methods of teaching, or a seminar in problems of college teaching. Other teachers suggested they would have profited by specialized courses in guidance and student counseling, curriculum planning and construction, objectives of higher education, evaluation of student performance, and educational psychology.

The second suggestion most commonly made by teachers pertained to "Teaching experience under supervision." Some suggested practice teaching, others termed it internship or apprentice teaching. A few teachers not only suggested that they would have been better prepared by such experience but recommended that all beginning teachers should have the experience, particularly if they had had no high school teaching

experience.

It is evident from the number of teachers in this study who made suggestions pertaining to the desirability of some supervised teaching experience prior to college teaching and to the need of training in techniques and methods of teaching, that a number of college teachers feel that these are neglected aspects in the preparation of graduate students for college teaching.

Ranking third in terms of number of teachers who responded is the suggestion made by teachers to the effect that their college training would have been improved by taking courses outside the field of specialization. Some suggestions referred to general education courses, others to what was termed "liberal arts courses," and some to courses outside the field of specialization but related to it.

The group of suggestions ranking fourth on the list referred to "Improved education courses." Usually reference was made to more practical and less theoretical courses, or to organization of courses toward condensation and greater integration, thereby decreasing the number of courses required.

The group of suggestions ranking fifth on the list pertaining to "More good teachers" usually referred to the general inadequacy of the instruction received, but occasionally to the instruction in a particular department or to a group of teachers whom they felt were particularly deficient in teaching techniques.

The sixth ranking suggestion pertaining to "Additional courses in the field of specialization" usually referred to a particular course a

teacher failed to take from which they realized later they could have profited.

In the suggestions made relative to "Training in public speaking and group dynamics," teachers indicated a feeling that such courses would have aided them in class presentation and given them a better understanding of how most effectively to obtain and direct the interest of a group of students.

In the suggestions pertaining to better organized and better presented courses, teachers indicated a feeling that their training would have been improved by more courses offered in seminar form, or by courses made more meaningful by less of a textbook approach used in teaching.

These suggestions from college teachers concerning improvements that might have been made in their college programs, which would have more adequately prepared them for meeting the problems of a beginning college teachers, are worthy of consideration by institutions educating college teachers. Particularly, the factors most frequently suggested, "Training relating to methods and problems of college teaching," "Teaching experience under supervision," "More breadth and great integration in college programs" are worthy of consideration. These suggestions bear out the criticisms often made that the preparation offered by graduate schools is often too narrow in scope and fails to give teachers training in techniques and methods of teaching, and does not offer the opportunity for experience in classroom teaching that is needed, and, in many cases, actually desired by teachers.

The suggestions made by teachers concerning "Improved education



courses" are worthy of consideration by departments of education. According to the statements made by these teachers, there is a need for some of the courses to be made more practical and less theoretical, and for a re-organisation tending toward more integration, thereby perhaps producing the same results in a shorter period of time. It is possible that many education departments would increase their effectiveness by following these suggestions.

General Suggestions and Statements Offered by Teachers Relative to the Training of College Teachers

This part of the discussion is based on responses to question VI of the questionnaire, which asked teachers to express themselves regarding aspects of their college education and teaching problems not reported elsewhere in the questionnaire. Some of the teachers spoke specifically of what they considered to have been valuable in their college training, and others made specific suggestions concerning ways their college training could have been improved. These data were incorporated in the two previous discussions when these factors were considered. In addition, considerable data from this part of the questionnaire were given in Chapter III, when teacher appraisal of current college teaching practices was discussed. However, several ideas were expressed in the responses that have not been presented elsewhere and will be discussed below.

One idea worthy of consideration is that offered by a group of teachers pertaining to requiring practical experience outside the

academic field of graduate students preparing for college teaching. The suggestion was made by approximately twenty-five teachers, most frequently coming from the teachers of the professional subjects, such as engineering, accounting, architecture, and business administration. However, the suggestion was made by at least one or more teachers in each of the subject fields.

It is a suggestion that appears to have considerable merit and may be worth consideration by graduate institutions, particularly those preparing teachers of the professional subjects. There is no question as to the value of experience in the business and non-academic world. It is questionable, however, whether practical work experience should be entirely substituted for consideration of problems involved in college teaching, and the purposes and objectives of higher education. However, it does not seem that one needs to be sacrificed for the other. They may both well be profitably included in the programs of graduate students in certain areas, who are preparing for college teaching.

Another point of view presented by a small group of teachers is the idea that education plays little part in the development of a successful college teacher. The point of view may appear unworthy of consideration in a discussion concerned with the improvement of the preparation of college teachers. But it points up some of the difficulties involved in attempting to change and improve graduate programs offered for prospective teachers. Thus, to view the job to be done in its total perspective, it seems well to consider all points of view.

The expressions of some of the teachers holding to the point of

view that training plays a very minor, if any, part in the development of an effective college teacher are rather interesting to note. For example, a teacher of philosophy said:

I don't see any answer to the problem. I believe that it is of the utmost importance that a college teachers work out his course the best way that he knows how. It is important that each work out whatever methods are most effective when he uses them. This requires more than anything else an observation of results and common sense. A general course in preparation for college teachers would probably be useless.

A teacher of business administration said: "There is no such thing as a pedagogy for college teaching. A college teacher learns to do by doing." A political science teacher expresses almost the same idea as the above. He stated: "Good teaching does not come from college training--it comes from experience."

A science teacher indicates that he believes that good teachers are so destined at birth. The teacher, after making a suggestion for a certain change in course requirements for science teachers preparing for college teaching, said: "However, let us not forget that teachers are born, not made."

From the questionnaire replies, these quotations represent a small group of teachers that holds to the point of view that education plays little part in the development of an effective teacher. The point of view appears entirely untenable when all the qualities, personality traits, general philosophy and standards of value, teaching techniques and all that go to make up the effective teacher are considered. The question may be raised as to whether the position can be psychologically and scientifically defended any more than can the contention that education plays a very

minor part in the development of a successful lawyer, doctor, or engineer. However, since it is a point of view held by some college teachers, it must be taken into consideration as an obstacle to overcome in attempting to devise more effective programs of teacher education for prospective college teachers.

In the answers to the questionnaire, there was evidence of another group of teachers, while not holding to the extreme ideas just presented, definitely questions the value of professional education as preparation for college teaching. Some indicated a strong opposition, while others were more moderate in their point of view. The following quotation from a political science teacher represents the group expressing strong opposition: "Education courses are to me a complete waste of time and many other professors share that point of view."

The following quotation from a philosophy teacher also represents the strong opposition group. The teacher said:

I think there is a great deal of nonsense being uttered these days about college teaching. The tendency to think that college teachers should have courses in colleges of education is, from advanced publicity, quite ridiculous. . . . Reading a book by Gilbert Highet will be of much greater value to a college teacher than what one would expect to get from a specific course in college teaching methods.

Expressing a somewhat similar point of view as in the above quotations, a botany teacher states:

There is no need for formalized education. I took none but observed others taking it. Some often spent too much time on just method and not enough on subject matter.

There were other teachers not showing as strong opposition to education courses as indicated in the above quotations, nevertheless

questioning their value. This is indicated by a philosophy teacher in the following quotation:

I am absolutely opposed to required courses in education for college teachers; though it may be allowed as an alternative to language or other technique courses.

The following quotation rather than representing opposition is offered more in the way of a suggestion for improvement of education courses. The quotation is from a teacher of business administration and is as follows:

While some of the education courses were a waste of time, there was a great deal of helpful material presented. The more specific and practical the education courses, the more helpful they were. Finely phrased, broad objectives discussed were of little help unless it was shown how they could be obtained in a practical way.

Thus it is seen that some teachers are strongly opposed to professional education offered as training for college teaching. Others recognize its value if properly organized and presented, while the others consider it an important part of the education of those preparing for college level teaching. The latter was indicated by the number of teachers who suggested that their college training would have more adequately prepared them for meeting the problems of a beginning college teacher if some study of methods and techniques of teaching had been included in their college education. However, in proposing courses in professional education concerned with problems and methods of teaching, the opposition to such courses must be recognized. Some of the criticisms of such courses are worthy of consideration and may be profitably used as guides in organizing and presenting the courses. Any such courses offered must



necessarily be well organized and presented and be of such a nature that they are mentally stimulating and always challenging to the best efforts of the student.

#### Various Types of Teaching Experiences Prior to Start of College Teaching

The number of teachers who had internship and assistantship experience has been presented. The following discussion presents the number of teachers who had high school teaching experience, and their evaluation of it. Also to be presented are combinations of different types of teaching experiences that they had prior to college teaching.

The number of teachers who had high school teaching experience prior to college teaching, with their evaluation of it, is presented in Table XIII. From the table it may be seen that 239 of the teachers, or 42.6 per cent of the total number, had high school teaching experience prior to engaging in college teaching. Of the subject groups, the percentages range from 23.3 per cent to 88.9 per cent, with the education group having the highest percentage and the vocational-professional the lowest. The other groups rank, in terms of teachers who had high school teaching experience, as follows: physical education, second; humanities, third; social sciences, fourth; and natural sciences, fifth.

Of the 239 teachers who had high school teaching experience, three rated the experience as having "no value" and only thirteen as having "little value." Of the remaining teachers, 84, or 35.2 per cent of the total number rated the experience as having "considerable value" and 139, or 58.2 per cent of the total number rated it as having "great value."

TABLE XIII

DISTRIBUTION OF 561 COLLEGE TEACHERS IN SIX SUBJECT FIELDS ACCORDING TO HIGH SCHOOL TEACHING EXPERIENCE PRIOR TO COLLEGE TEACHING TOGETHER WITH AN EVALUATION BY 239 COLLEGE TEACHERS OF THEIR HIGH SCHOOL TEACHING EXPERIENCE

Subject Fields	No. Teachers Who Had and Had No H. S. Teaching Experience Prior to College Teaching						Evaluation of High School Experience							
	H.S. Ex- perience		No H.S. Ex- perience		Total Teachers	No.	No	Value	Little		Considerable		Great Value	
	No.	%	No.	%					No.	%	No.	%		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Education	64	88.9	8	11.1	72	100.0	0	0.0	1	1.6	19	29.7	44	68.8
Humanities	45	43.7	58	56.3	103	100.0	0	0.0	5	11.1	18	40.0	22	48.9
Natural Sciences	37	32.2	78	67.8	115	100.0	0	0.0	4	10.8	17	46.0	16	43.2
Health and Physical Education	26	63.4	15	36.6	41	100.0	1	3.9	0	0.0	6	23.1	19	73.1
Social Sciences	37	36.6	64	63.4	101	100.0	2	5.4	2	5.4	15	40.5	18	48.7
Professional Vocational Applied Sciences	30	23.3	99	76.7	129	100.0	0	0.0	1	3.3	9	30.0	20	66.7
Totals	239	42.6	322	57.4	561	100.0	3	1.3	13	5.4	84	35.2	139	58.2

It is found in a comparison of the valuation placed on high school experience by teachers of the different subject groups that at least 88.0 per cent of each of the groups rated the experience as having "considerable value" or "great value," with over 98.0 per cent of the education teachers giving this rating, the highest for any of the groups. However, a significantly higher percentage of the health and physical education teachers, the education teachers, and teachers of the vocational-professional subjects gave the experience the rating of "great value" than did the teachers of the other groups, with natural sciences having the smallest percentage giving a rating of "great value."

As represented by teachers included in this study, it is seen from the data presented that generally college teachers find high school teaching experience of value to them in their college teaching. A few of the teachers in the study suggested that high school teaching experience should be required of all beginning college teachers. Some of the quotations of these teachers were given in Chapter III. The following is a quotation from the head of a science department, who advocates high school teaching experience for all teachers before engaging in college teaching. The quotation is as follows:

It is my opinion that most college teachers would profit considerably from the experience of teaching a year or two in high school regardless of their field of concentration. A survey of my college teachers showed that those whom I had considered the best instructors were ones who had had secondary experience.

While some teachers advocated high school teaching experience for all beginning college teachers, others particularly stressed elemen-

tary and high school teaching experience for teachers of education. The following quotation from a physical education teacher represents this point of view:

I do not think good teaching on how to teach or problems concerning higher education can be taught by any professor who has had little experience himself in teaching in high school.

The suggestion that all education teachers should have experience in high school or elementary school appears to have particular merit. The suggestion that all teachers have high school experience may have merit. It particularly appears to have merit if some opportunities are not available for teaching under supervision while pursuing the graduate program.

The number of teachers who had high school teaching experience, internship, and graduate assistantship experience prior to college teaching has been presented. However, from the data presented so far it has been impossible to tell how many of the teachers have had more than one of the experiences and the number that have had no experience. This information is given in Table XIV. The table gives the number of teachers who had different types of experience, the number having had a combination of two or more of the experiences, and the number who had had no experience before engaging in college teaching.

From Table IV it may be seen that prior to college teaching, 4.6 per cent of the teachers had only internship experience, 20.8 per cent only assistantship experience, and 17.1 per cent only high school experience. In the way of combinations of experiences, 7.0 per cent had





a combination of internship and assistantship, 2.0 per cent internship and high school, 18.5 per cent assistantship and high school, 5.0 per cent internship, assistantship, and high school, and 25.1 per cent no experience.

Since the distribution of teachers according to the different types of experience has been previously discussed, the significant fact of interest for discussion here is the number of teachers who had no teaching experience. In a comparison of the percentages of teachers who had no experience, it is seen from Table XIV that nearly 50 per cent of the teachers of the vocational-professional subjects had no kind of teaching experience before beginning college teaching, while less than 3 per cent of the health and physical education teachers, and less than 5 per cent of the education teachers had no experience. Of the other groups, 29.1 per cent of the humanities teachers, 21.8 per cent of the social science teachers, and 18.3 per cent of the natural science teachers had no teaching experience.

From the data presented, as represented by the teachers included in this study, it is seen that slightly over one-fourth of college teachers begin their careers with no previous experience. Also, it is probable that a high percentage of these teachers have given little consideration to methods and problems involved in college teaching. They go out from graduate institutions and learn to teach by trial and error, often with little, if any, supervision from their superiors, at the expense of their students. It is a fact most worthy of consideration and

attention by educators interested in improving the quality of college instruction, thereby making the college experiences of students more vital and more effective.

### Summary

This chapter has been concerned with an analysis of data pertaining to certain aspects of college teaching, as revealed by 561 in-service college teachers. The 561 teachers concerned hold degrees from 119 graduate institutions, located in thirty-nine states of the United States, the District of Columbia, and five foreign countries. They represent teachers in sixty-two different subject fields.

Over 50 per cent of the teachers hold some type of the doctoral degree, and over 88 per cent hold masters' degrees. Less than 5 per cent hold the bachelor's degree only.

During their beginning year, nearly 28 per cent of the teachers taught at least one subject outside the major field, while over 9 per cent taught at least one subject outside either the major or minor fields. However, they had a somewhat more favorable teaching situation for the school year 1950-1951, with barely over 22 per cent of them teaching outside of the major field.

Fifteen different problems were encountered by teachers during the beginning year of teaching. Some of the problems were encountered by more than 50 per cent of the teachers, while others were encountered by fewer teachers, ranging downward to less than 1 per cent.

Over 86 per cent of the teachers completed research projects in

fulfilling the requirements for either the doctor's or master's degree. Nearly 25 per cent of them found these projects to be of "little" or "no value" during their college teaching.

One hundred four, or 18.5 per cent of the teachers had internship or apprentice teaching experience during their college preparation. A majority of the teachers view favorably an internship for beginning college teachers. However, the teachers who had various internship experiences value it more highly than do those without such experience value it for prospective teachers.

Three hundred ninety-two of the teachers had graduate assistantship experiences, with 187 of them having graduate assistantship experience involving teaching and 105 involving non-teaching activities. The experiences were valued rather highly by a majority of the teachers. However, the assistantships involving teaching activities were valued more highly than those involving non-teaching activities. A majority of the teachers did not have regularly scheduled supervision during their assistantship experiences.

Two hundred two of the teachers themselves had graduate assistants as instructors during their college preparation. A majority of the teachers viewed this instruction with favor, with less than 16 per cent finding it "poor" or "very poor."

Generally, the teachers did not find "unnecessary repetition" and "unnecessary required courses" as serious weaknesses in their college preparation, with the possible exception of a slight majority who found an undesirable amount of repetition in some education courses.

The teachers found a number of factors to be of particular value during their college preparation. However, a number made suggestions as to improvements that could have been made in their education. The two suggestions most commonly made in this respect pertained to courses concerning methods and problems of teaching and to supervised teaching experience.

Two hundred thirty-nine of the teachers had high school teaching experience prior to college teaching. This experience was valued quite highly by a large majority of them. One hundred forty-one of the teachers had no type of teaching experience prior to college teaching.

Consideration has been given to the problems encountered by beginning college teachers and to their appraisal of the college programs taken in preparation for meeting the problems. It will be interesting to note next the requirements and offerings of graduate schools for students preparing for college teaching.

## CHAPTER V

### SOME APPRAISALS OF GRADUATE EDUCATION WITH SPECIAL CONSIDERATION GIVEN TO REQUIREMENTS AND OFFERINGS FOR STUDENTS PREPARING FOR COLLEGE TEACHING

This chapter is concerned with a general appraisal of graduate schools. Primary consideration is given to the requirements and offerings of the institutions for students preparing for college teaching. However, other factors are considered. Data previously presented in the study pertaining to graduate schools are summarized. Then attention is given to the functions of graduate institutions and such factors considered as departmental organization and the concept of scholarship presently maintained which appears to militate against the institutions adequately performing some of their functions.

Completed studies and writings in the field of higher education have been the chief sources of data used in making the appraisals. However, publications of graduate schools and correspondence and materials sent to the writer by people working in graduate programs have also been used.

#### Summary of Data Previously Presented in the Study Pertaining to Graduate Schools

Throughout this study reference has been made to American graduate schools. Before attempting a general discussion in the way of an appraisal of present graduate schools, it seems well to summarize some of the facts which have already been presented. In the introduction of the study



reference was made to the historical development of graduate institutions and the important influence that they have had upon college teaching. It was pointed out that the tradition was well established by 1900 that American graduate education should emphasize research, and that during the early decades of the twentieth century the major task the universities faced was the improvement of methods of research and the standardisation of procedures and requirements for advanced degrees. It was also pointed out that once graduate institutions established an educational pattern they have been slow to change and adjust to meet the demands made upon them by changing social, economic, and world conditions; demands which at mid-century have made quite evident the need for modification in graduate school offerings, particularly in the area of the professional education of college teachers.<sup>1</sup>

In Chapter II reference was made to the influence of the graduate school upon American life. They were pointed out to be a factor which not only affects the trends in education at all levels, but they are a powerful force in determining the whole course of American life and culture. As stated in the report of the President's Commission on Higher Education, ". . . the policies and the purposes of the graduate school, thus, are of primary importance to all education and to all America."<sup>2</sup>

In Chapter III, in which consideration was given, in part, to an evaluation of college teaching, different groups of educators and those involved in the educational process made reference to the graduate school

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<sup>1</sup>See Introduction, pp. 1-10.

<sup>2</sup>See Chapter II, p. 46 for larger context of this quotation.

or to the graduate education of college teachers. Students, without making reference to graduate schools, indicated that their college instruction would have been improved if the training of their college teachers had included specific courses in methods and problems of college teaching.<sup>3</sup>

Some college teachers expressed the opinion that graduate schools are failing to assume sufficient responsibility for preparing college teachers; that graduate programs need to be broader and that training which specifically prepares for college teaching should receive greater emphasis.<sup>4</sup>

Also, in Chapter III, data were presented which indicated that college administrators think that college teachers as now trained in graduate schools are proficient in research techniques and in their field of specialization, but are lacking in knowledge of teaching techniques, the place of higher education in American society, and the psychology of learning and educational psychology in general.<sup>5</sup>

Writers in the field of higher education such as Kilpatrick, Elegen, Klapper, and the President's Commission on Higher Education, writings of whom were considered in Chapter III, expressed much the same ideas as the college teachers and college administrators, namely: that present graduate schools are doing a good job of training research specialists, but the preparation offered to prospective college teachers is

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<sup>3</sup>See Chapter III, pp. 56-78.

<sup>4</sup>See Chapter III, pp. 78-92.

<sup>5</sup>See Chapter III, pp. 92-105.

too narrow in scope and too frequently neglects many of the aspects of professional training which it is necessary for college teachers to have if they are to meet adequately the demands made on them at mid-century.<sup>6</sup>

In Chapter IV, reference was made to ways that graduate institutions might improve their training for prospective college teachers. One suggestion made concerned the need for graduate schools to give thoughtful consideration to the type of research projects required of students in fulfilling degree requirements. The suggestion was made on the basis of the fact that nearly one-fourth of the in-service teachers considered in the chapter, who had completed research projects in obtaining degrees, had found them of "little" or "no" value in their teaching. College teachers made various suggestions as to ways their education might have been improved. The suggestions most frequently made concerned training related to methods and problems of college teaching and to supervised teaching experience as part of their regular college programs.<sup>7</sup>

However, there are other important factors not previously mentioned in the study such as the functions of graduate schools, their organization, and the concept of scholarship presently maintained that need consideration before an attempt is made to appraise the requirements and offerings made by the institutions for prospective college teachers. The functions of graduate schools especially merit consideration, for it seems that the functions of the institutions should, in large measure, determine their

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<sup>6</sup>See Chapter III, pp. 105-115.

<sup>7</sup>See Chapter IV, pp. 142-146.

requirements and their offerings. Organization and the prevailing concept of scholarship warrant consideration as factors affecting the institutions in carrying out their functions. Since the factors are somewhat related they will be considered under one heading.

The Functions of Graduate Schools: Their Organization and Concept of Scholarship as Factors Affecting the Institutions in Carrying Out Their Functions

In attempting to define the functions of the graduate schools, at least in part, it must be done in terms of the employment of the graduates of the institutions. One of the most recent and extensive studies in this connection is that by Hollis, Toward Improving Ph. D. Programs, in which he made a study of the employment status of 20,783 Ph. D. recipients who obtained degrees during the decade 1930-1940.

In the study, Hollis found that 65 per cent of the 20,783 Ph. D. recipients were employed in institutions of higher education, 29 per cent were employed in government and industry, and 6 per cent in other agencies of education.<sup>8</sup> A breakdown of these figures reveals other interesting facts. Of the 65 per cent of Ph. D. recipients employed in higher education, three-fifths were teaching at the undergraduate level.<sup>9</sup> And in a comparison of the employment of the recipients in various fields, it was found that 36 per cent of the graduates in chemistry were employed in the field of higher education, while 91 per cent of the English graduates were employed in this field. On the other hand, 63 per cent of the chemistry

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<sup>8</sup>E. V. Hollis, Toward Improving Ph. D. Programs, p. 71.

<sup>9</sup>Ibid., p. 73.

graduates were employed in non-academic positions and only 3 per cent of the English graduates were employed in such positions.<sup>10</sup> In the way of major duties of the Ph. D. recipients in the positions in which they were employed, it was found that 55 per cent were primarily engaged in teaching, 31 per cent in research, and 10 per cent in administration.<sup>11</sup>

From the facts that Hollis presents in his study, he draws, among other conclusions, the following:

. . . graduate schools are primarily training undergraduate college professors rather than graduate professors for university and professional work. . . . college and junior college officials and employers from government and industry are in substantial agreement that graduate schools need to modify their programs in the direction of more unspecialized work in broad fields, even at the expense of immediate technical competence for such careers as pathologist, metallurgist or professor of medieval history.<sup>12</sup>

The Report of the President's Commission on Higher Education, after presenting some of the findings of Hollis' study, makes the following statements:

. . . since less than a third of the holders of the Ph. D. degree are primarily engaged in research in educational institutions, industry or government, it is unrealistic to confine graduate programs to the kinds of experience that contribute in the main to proficiency in research.

The fact is that graduate schools today are engaged primarily in training undergraduate teachers, along with a large number who enter non-academic occupations. The training of those who will devote themselves to research and teaching others to do research is no longer the sole function of the graduate school. The old singularity of purpose and method in graduate education is gone, the graduate school must now

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<sup>10</sup>Ibid., p. 77.

<sup>11</sup>Ibid., p. 88.

<sup>12</sup>Ibid., pp. 71-73.



prepare personnel for many types of employment, and no single pattern of training will solve its diverse ends.<sup>13</sup>

The Commission, after having made the observations cited above, makes the following statement in which the functions of the graduate school are defined:

If graduate education is to be reorganized and reoriented toward preparing the student for the work he will actually do, the graduate school will have to assume the responsibility for three major tasks: (1) it must continue basic research and the training of research workers; (2) it must train experts for a host of services in non-academic fields--government, business, industry, commerce, agriculture and public welfare; and (3) it must train teachers for all levels of higher education.<sup>14</sup>

The three main functions of the graduate school having been pointed out, the Commission goes on to say that of the three functions, the one least adequately performed is the education of college teachers. In this connection it is stated:

It is in the preparation of college teachers that the graduate school program is seriously inadequate. Its single-minded emphasis on the research tradition and its purpose of forcing all its students into the mold of a narrow specialism do not produce college teachers of the kind that we urgently need.

The more alert and thinking among college administrators have for years been asking, usually in vain, for teachers with different training and different skills. They want teachers with less narrow interests and more intellectual curiosity and aliveness; teachers with more stimulating personalities and more experience of the world off the campus; teachers with more ability to synthesize and interpret facts; teachers with more ability to communicate ideas and attitudes.<sup>15</sup>

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<sup>13</sup>President's Commission on Higher Education, Establishing the Goals, Vol. I, Higher Education for American Democracy, p. 87.

<sup>14</sup>Ibid., pp. 87-88.

<sup>15</sup>Ibid., p. 89.

However, before necessary reform in graduate education can be brought about which will produce the type of education for college teachers which is pointed out to be so urgently needed, it is stated that a new definition of scholarship must be derived:

More basic . . . to the achievement of reform in graduate education is the need for a new definition of scholarship. As long as scholarship is defined solely in terms of the research tradition, so that the rewards of scholarship, both in salary and in prestige and preferment go to those who win distinction in research and publication of research, plans for a broader orientation in graduate education will remain scraps of paper.

Our conception of scholarship must be enlarged to include interpretative ability as well as research ability, skill in synthesis as well as in analysis, achievement in teaching as well as in investigation.<sup>16</sup>

F. J. Kelley, in the Office of Education bulletin, Toward Better College Teaching, also stresses the need for a new definition of scholarship if graduate schools are to perform adequately the important function of preparing college teachers. In his discussion of the problem, Kelley quotes at considerable length from W. H. Cowley, Professor of Higher Education at Stanford University, who has analyzed historically the development of what generally has come to be considered the definition of scholarship by American graduate institutions. The following are some of the quotations from Cowley:

Research is the effort to discover new or to recover lost or forgotten facts: it is the empirical elements in the quest for understanding the nature of the universe and of man.

Scholarship is the organization, criticism and interpretation of facts: it is the rationalistic element in quest for understanding.

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<sup>16</sup>Ibid., p. 91.

These two activities, I would reemphasize, supplement each other, depend upon one another, require one another; to prosper they must fertilize each other; and if one suffers so also does the other.<sup>17</sup>

In discussing the relation of research, scholarship and teaching, Cowley says:

. . . three processes and not just two must be identified and reckoned with: first, the discovery of knowledge—or research; second, the organization, criticism, and interpretation of knowledge—or scholarship; third, the communication of knowledge—or teaching. . . .

To perceive these three processes clearly also leads to the awareness that research per se has no direct relationship to teaching and that scholarship must stand between them and join their hands. Before research data becomes teachable they must go through the immediate stage of scholarship, the stage of arrangement, criticism, and explanation. This means that everyone who is to devote his major energies to college teaching should be trained in the skills of scholarship, and that the primary emphasis in his graduate training should be, therefore, the organization, criticism, and interpretation of the facts turned up by research people. This will involve enough association with the research enterprise to understand both its insistent importance and its methodology, but it need not involve concentrated and continuous participation in research investigations. . . .<sup>18</sup>

Kelley, after consideration is given to Cowley's point of view, agrees with him in stating:

. . . scholarship must make the link between research and teaching. It is no less intellectual in its demands than is research. It is, however, different, and the issue is confused when one contends that the present graduate program turns out scholars. Some research specialists are, of course, scholars just as some are teachers. But they are neither one by the design of the graduate school. If they are either scholars or teachers it is by virtue of their inherent qualities of mind which a narrow program of study and research cannot smother.<sup>19</sup>

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<sup>17</sup>F. J. Kelley, Toward Better College Teaching, p. 18.

<sup>18</sup>Ibid., p. 22.

<sup>19</sup>Ibid., p. 23.

From the facts presented, it appears that one of the factors at present that is preventing graduate schools from more adequately performing the important function of educating college teachers is the limited concept of scholarship presently maintained by institutions preparing college teachers. Another factor in the minds of some writers that serves as a barrier to more adequate performance of this important function is the departmentalized organization of graduate schools. This type of organization appears to militate against institutional cooperation and singleness of purpose which becomes necessary if graduate programs are to be broadened and integrated as at present seems desirable.

Neilson deals with the problem at considerable length. He says the present constitution of the graduate school probably accounts for some of the weaknesses in the training of the men it turns out. He describes the development of the graduate school as a growth rather than a planned construction, with the seminar, the doctoral thesis and examinations coming from Germany, and other characteristics coming as natural extensions of the ways of the undergraduate school. Neilson indicates that he thinks that the time has come when consideration needs to be given to a reconstruction of the graduate school. In this connection he states:

There are many factors in the situation which arises from comparative lack of planning in the structure of the graduate school, and it may well be that the time is overdue for a drastic scrutiny of its fitness for its purpose. As I have talked with college and university administrators, I have found a surprising readiness to agree on what is the most formidable enemy of academic progress and efficiency. Almost

unanimously they say "Departmentalism."<sup>20</sup>

Neilson recognizes the need for some organization according to subjects; nor does he raise any objection to the common loyalties and enthusiasm that members of departments show for their field of study. However, he apparently thinks that the difficulties in graduate schools due to departmental organization derive from departmental loyalties outweighing the loyalties to the general purposes of education. In regard to this, he states:

. . . the difficulties seem to begin when such loyalties degenerate into vested interests, when legitimate division interferes with desirable cooperation, when the desire to maintain or expand a department clashes with larger interests of the school and of education. Everyone who has sat on a faculty during the debate on the ever re-occurring revision of the curriculum know how frequent it is for the consideration of the interests of the students and general educational policy to be sabotaged by departmental seal . . . the obstacle to the general welfare is independent sovereignty . . . it threatens, whenever it appears, the possibility of generous cooperation in which alone lies the future. The development of departmental autonomy, probably necessary at a stage when administrative tyranny needed to be checked, is now ripe, I believe, to be checked in turn, in the interests of freer intellectual intercourse.<sup>21</sup>

Howard Mumford Jones, in his Education and World Tragedy, speaks out against departmentalization in graduate schools in even more forceful terms than Neilson. He asserts:

. . . departments by and large are one of the two greatest evils in academic education, the present conduct of graduate education being the other.

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<sup>20</sup>W. A. Neilson and C. F. Wittke, The Function of the University, Part I, The Function of Higher Education, p. 19.

<sup>21</sup>Ibid., p. 20.



... we cannot make real educational advance, so far as general training is concerned, without overhauling the departmental system.<sup>22</sup>

Jones thinks that because of present departmentalisation, graduate schools lack the singleness of purpose for accomplishing what is demanded of them at the present time. With respect to this he states:

In contrast to the unity of aim found in the professional school, the graduate school of arts and sciences possesses only a formal unity that does not integrate. Its faculty ... is only the college faculty of arts and sciences in a partial capacity; its structure is so loose that it can best be described as a congeries of petty schools, one for each department offering advanced degrees, plus an indefinite number of inter-departmental programs ... there is seldom any agreement about the curriculum needs of the school as a whole, new programs of graduate instruction being added to a curriculum on a system of polite horse-trading, whereby, in return for voting for your pet program, I expect you to vote for mine. No program is generally directed towards preparing young specialists for their future pedagogical and civic responsibilities.<sup>23</sup>

Jones describes the situation in American graduate education as "baffling confusion" and states that one of the deepest needs in American education is to re-think the problem of the graduate school.<sup>24</sup>

Thus, the opinions of Jones and Neilson appear to represent a group of educators who regard the present departmental organisation of American graduate schools as a barrier which prevents the institutions from performing their proper function and more adequately meeting the demands made on them at mid-century.

<sup>22</sup>Howard Mumford Jones, Education and World Tragedy, p. 120.

<sup>23</sup>Ibid., pp. 130-131.

<sup>24</sup>Ibid., p. 136.

In the foregoing discussion the functions of the graduate school have been indicated as being: (1) carrying on research and training research workers; (2) training of experts for a host of services in non-academic fields such as government, industry, commerce, agriculture, and public welfare; and (3) training teachers for all levels of higher education.

It has been pointed out that of the three functions, graduate schools are least adequately performing the function of preparing college teachers. Two factors have been mentioned which are preventing graduate institutions from more adequately performing this important function, namely, the narrow concept of scholarship that is presently maintained and the departmental organization of the institutions. There is a need for broadening the concept of scholarship to include interpretative ability, ability to synthesise, and ability to criticise research findings as well as to conduct research. Also, reference has been made to the need for greater singleness of purpose and great departmental and inter-institutional cooperation in planning graduate programs. Having given consideration to these factors, attention will next be given to the programs offered by graduate schools in the way of preparation for college teaching.

#### Requirements and Offerings of Graduate Schools for Prospective College Teachers

A number of criticisms made of graduate schools concern the preparation offered for prospective college teachers. In view of this fact it seems well to examine the present requirements and offerings of the

institutions for students preparing for college teaching in an attempt to determine the validity of the criticisms. In making the examination, consideration will be given primarily to education at the doctoral level because of the fact that work at the master's level is quite varied.<sup>25</sup> It prepares for many different tasks. Generally, it is not considered that it prepares one immediately for college teaching. Consideration will be given to the master's level only as it serves as a basis or is a part of a program of higher education.

One of the most recent studies concerned with graduate education at the doctoral level is that made by McBride, "An Application of the Scientific Attitude to Some of the Requirements, Practices, and Objectives of the Doctoral Program." In this study McBride examined the catalogues of all of the institutions in the United States which are members of the Association of American Universities in an attempt, among other things, to determine the requirements made by the institutions for doctoral degrees. He found the catalogue statements varied so greatly among different institutions and among different departments in the same institution that generalizations in regard to programs of study could not be made. However, he found foreign language and a doctoral thesis to be general requirements for the Ph. D. degree and the doctoral thesis to be a general requirement for the Ed. D., with some exceptions made in the language requirements.<sup>26</sup>

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<sup>25</sup>See D. H. Daugherty, "The American University," American Universities and Colleges, A. J. Brumbaugh, ed., pp. 55-56.

<sup>26</sup>W. B. McBride, "An Application of the Scientific Attitude to Some of the Requirements, Practices, and Objectives of the Doctoral Program," pp. 63-68, 85-93, 163-168.

In the Office of Education bulletin, Toward Better College Teaching, Kelley reports the findings of other studies that used a different approach in getting information concerning the offerings and requirements of graduate schools for prospective college teachers. One study reported by Kelley is that made by the Committee on Graduate Work of the Association of American Universities. This study was conducted by sending a questionnaire to the graduate deans of the thirty-four members of the Association of American Universities in which they were asked:

- a. What is being done to train college teachers?
- b. What changes might be made which could be expected to improve the training of college teachers?<sup>27</sup>

In the questionnaire it was made clear that training for college teaching was considered to include such factors as experience in teaching, and training in methods of presenting materials and in examination procedures. Twenty-nine of the institutions replied to the questionnaire. Of these, eight stated that formal programs for preparing college teachers were organized at the departmental level in one or more departments, and three stated that such programs were organized at the divisional level, in one or more divisions. Twenty-three of the institutions indicated that informal training was given without credit by one or more departments.

Kelley states that the Committee in reporting the findings of the study took no position with respect to the absence of any training, formal or informal, in most departments, or to the adequacy or the inadequacy of the predominantly informal non-credit policy in those departments that

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<sup>27</sup>Kelley, op. cit., p. 16.

offered such training. He says this fact seems to justify the inference that there is no strong sentiment among the graduate deans for any basic change in the graduate school to make it more adaptable to the needs of the prospective college teachers.

In the conclusion of the presentation of this report, Kelley says that indications point to a widespread feeling that there should be more effective graduate school programs for college teachers. However, the answer of the graduate schools, with some significant exceptions, is that they are doing about all that they should be expected to do in this respect.<sup>28</sup>

Another study reported by Kelley is that conducted by the United States Office of Education of the Federal Security Agency. This study was conducted by sending a checklist of items known to be used by colleges as devices to improve the preparation of college teachers to 171 graduate schools. The findings reported by Kelley are based on ninety-seven replies to this checklist. Some of the findings are particularly pertinent to this study and will be presented.

One of the items on the checklist of special significance to this study pertained to broadening the requirements for the Ph. D. degree. It was stated on the checklist as follows: "Requirements for the Ph. D. have been broadened in the interest of prospective teachers so as to make for less highly differentiated specialization than formerly."<sup>29</sup> According

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<sup>28</sup>Ibid., p. 17.

<sup>29</sup>Ibid., pp. 26-27.



to Kelley, relatively few graduate schools indicated they are broadening the Ph. D. curricula. About 12 per cent indicated they are broadening the requirement for admission, an equal number are broadening the subject matter requirements, while a little larger number indicated this broadening is being worked out in both the undergraduate admissions requirements and in the graduate curriculum leading to the Ph. D. degree. From the data presented, Kelley draws the following conclusion:

From the point of view either of the numbers of graduate schools attempting to broaden the preparation of college teachers or of the usefulness they ascribe to their attempt, the picture is not very promising. It must be remembered, too, that the effort at broadening the requirements in even the few schools attempting it is limited usually to one or more departments and does not apply to the whole graduate school.<sup>30</sup>

Another item on the checklist pertinent to this study was: "Two alternative Ph. D. curricula have been adopted, one in preparation largely for research, the other in preparation largely for college teaching." Only nine of the graduate institutions indicated that such a plan was used. Three of the nine schools were state universities, two land grant colleges, one a state technological school, and three privately controlled universities. None were members of the Association of American Universities. From the data presented, Kelley draws the conclusion that the policy of offering two parallel curricula side by side, having distinctly different purposes, is obviously not popular among graduate schools, and that most graduate school policy makers feel that the

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<sup>30</sup>Ibid.

present requirements, with their emphasis on research and its accompanying narrow specialization, provide the best type of preparation for college teaching.<sup>31</sup>

Another item on the checklist somewhat related to the above was: "Some other degree than the Ph. D., such as Ed. D., has been authorized for those preparing for college teaching." Thirty graduate schools indicated the device was used. Kelley says the institutions did not specifically state what other degree was offered but comments made indicated the Ed. D. was the "other degree" most commonly offered with the possible exception of the D. S. Sc. (Doctor of Social Science). Comments on the replies also indicated that in general the Ed. D. is granted to persons graduating with a major in education and commonly prepares them to teach only education courses. Because of this fact, Kelley states: "Therefore, the fact the Ed. D. is in use in quite a number of institutions does not meet the wider need for a curriculum adapted to the preparation of college teachers."<sup>32</sup>

Another item on the checklist having particular relevance for this study was: "Apprentice teaching in college classes is provided." Kelley says that the reports with respect to this question suffered severely from poor definition of terms; that apprentice teaching is a sort of umbrella under which a wide variety of experiences take shelter. Altogether, sixty-nine out of the ninety-seven reporting institutions

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<sup>31</sup>Ibid., p. 27.

<sup>32</sup>Ibid., p. 28.

stated that apprentice teaching was used in their own institution and eight reported that their students carried on apprentice teaching in some other institution. Kelley states that comments accompanying the checklist indicated that the practice of assigning graduate students to apprentice teaching is confined frequently, probably usually, to teaching assistants or teaching fellowships. These appointments are not made customarily to help train the students who are preparing to teach, but rather to supply needed staff for undergraduate departments. In general, students are appointed who are regarded by the department as competent graduate students which probably means competent to carry on a research project.

With respect to supervision, Kelley states that half of the schools reported supervision was given to apprentice teachers. However, he cautions that it is not safe to assume that the supervision is significant because the concepts of supervision appear to stretch from mere responsibility for choosing and assigning teaching assistants to carefully planning with, observing, and criticizing the work of the assistants.<sup>33</sup>

Still another device on the checklist having significance to this study was that concerned with the science and art of college teaching, as termed on the checklist, "Activities commonly called professional education."<sup>34</sup> In responding to this part of the checklist, different devices were mentioned as being used as a means of offering

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<sup>33</sup>Ibid., pp. 29-30.

<sup>34</sup>Ibid., pp. 32-33.

professional education. Thirty-four of the institutions reported the use of the workshop. This device is described by Kelley as "a center where persons with common interests pool their experience and information in an effort to find solutions to problems common to the group."<sup>35</sup> Nineteen of the institutions reported they maintained workshops for their own students only, twenty-one for their own students and representatives of other institutions, and six reported they maintained both types of workshops.

Two-thirds of the institutions reported that regular courses in professional education were offered for prospective college teachers. Fifty-two of the institutions stated the courses were offered on an optional basis and fifteen stated that the courses were required of all prospective college teachers. Of the institutions requiring the courses, Kelley says from comments made, evidently some institutions require them of all Ph. D. candidates in some departments and other institutions make recommendations for a position contingent upon the students having taken the courses. The courses in professional education mentioned were varied in nature. Some were concerned with the organization of the college and its relation to social and economic life, some with the principles of teaching, and others with the psychology of college age youth.

Kelley states that one of the favorite forms of offering professional education to prospective college teachers appears to be the seminar. Thirty-seven institutions reported the use of this device, limiting it to students in a single department or a group of related departments.

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<sup>35</sup>Ibid.

Thirteen stated they maintained a seminar for prospective teachers in all departments.

On the basis of the data presented, Kelley concludes that instruction in professional education has spread to a majority of graduate schools; however, taking the courses is optional with the students in most cases.<sup>36</sup>

Another item of significance to this study was listed on the checklist as follows: "Prospective college teachers systematically observe illustrations of good teaching as part of their preparation."<sup>37</sup> Thirty-six of the ninety-seven institutions reported the use of this device in their own institution and three reported that provision was made for observation of good teaching in other institutions. Kelley says that comments by respondents leads one to doubt whether much help is given the student in obtaining maximum benefit from the observation.

A final item on the checklist, in view of the criticism made of the departmental organization of graduate schools earlier in the discussion, that has particular significance to this study pertained to efforts made to coordinate the training program for prospective college teachers. It was stated on the checklist as follows: "A faculty committee is maintained to coordinate the efforts of all departments in the education of prospective college teachers." In one form or another, fourteen institutions reported having committees set up to deal with institution-wide problems involved in preparing college teachers. Kelley states that the

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<sup>36</sup>Ibid.

<sup>37</sup>Ibid., p. 31.



checklist gave no indication of the form of organization nor of the scope of the activities of the committees; that probably the greatest service performed by them is the constant education of the faculty with respect to the obligation the graduate school has to train better college teachers.<sup>38</sup>

From the data presented with respect to offerings and requirements of graduate schools for prospective college teachers, the situation seems about as follows: the most general requirements are foreign language and the doctoral thesis. A majority of schools are doing little to broaden their programs for the purpose of preparing college teachers and little indication is given that institutions feel that more should be done in this respect. A majority of the graduate schools offer some kind of professional education for college teachers. However, in most cases this is optional with the student and in many cases confined to a certain department in an institution. A majority of the institutions offer some form of apprentice teaching for students preparing for college teaching, but indications are: that in most cases this is nothing more than assistantship and fellowship teaching, and is not primarily used as a teacher education device. A few institutions maintain a coordinating, institution-wide committee concerned with the problem of the preparation of college teachers.

It appears, as the situation is viewed in its total perspective, that most of the criticisms made of graduate school may be warranted.

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<sup>38</sup> Ibid., p. 33.

They do emphasise research, they are doing little to broaden their programs for preparing college teachers, and though some type of professional training is offered in a majority of institutions, it is optional in most cases and in a number of institutions is non-credit bearing. However, the fact that different devices for improving the education of college teachers are being used and experimented with by some departments in different institutions offers some encouragement. If these devices can be evaluated and proved to be valuable, it is possible that their use will spread.

Some experiments are being undertaken by certain institutions which seem to be quite commendable and worthy of special consideration. Some of these Kelley has described in the bulletin, Toward Better College Teaching.

A program for preparing college teachers has been initiated at Syracuse University which appears to be particularly interesting. According to Kelley, programs have been organized in three areas, namely, humanities, social sciences, and natural sciences. The three programs have features in common but are not all alike. Kelley describes the humanities program in some detail, stating that it was chosen for description because it offers more difficulties in many respects than either of the others.<sup>39</sup> The program leads to the Ph. D. degree and is designed specifically to prepare college teachers for undergraduate colleges and junior colleges. The essentials of the program are as follows:

1. Broad undergraduate training is made prerequisite for admission to the graduate program.
2. The graduate program provides for departmental concentration, sufficient to prepare the student for under-

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<sup>39</sup>Ibid., p. 35.

- graduate teaching in one of the conventional departments of instruction.
3. It also requires considerable training in the general field of humanities, to be offered in a series of new inter-departmental courses which are planned to equip the student for teaching general education courses in this area.
  4. Undergraduate courses in general education in the humanities are also planned.
  5. Supervised teaching and assisting are required as an integral part of the training and extend over a period of three years. Completion of the program, therefore, normally requires four academic years above the bachelor's degree.
  6. An understanding of the purposes of higher education, curricular problems, methods of teaching, and evaluation is provided in an initial seminar in education, followed by continued conferences and readings in connection with the teaching experience.
  7. A dissertation meeting the best prevailing standards of the Ph. D. is required.
  8. The program is proposed specifically for the preparation of teachers on the undergraduate level; it is not intended to replace the existing patterns of graduate work which are designed to fulfill a somewhat different, but equally important need.

The administration of the program is in the hands of an inter-departmental humanities committee appointed by the Chancellor after consultation with the chairmen of the departments concerned.<sup>40</sup>

The Syracuse social science program for the preparation of college teachers which leads to the Doctor of Social Science degree is described in detail in the Conference report, The Preparation of College Teachers. The program has features in common with the humanities program described by Kelley. However, it differs in two respects: no foreign language is required and the research requirement is somewhat different. According to the description given in the Conference report, the research

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<sup>40</sup> Ibid., pp. 35-36.

requirement is as follows:

The student devotes approximately fifteen semester hours to a research project which involves the application of one or more research methodologies to a broad social science field. This includes the demonstration of a knowledge of at least three social science research techniques, such as statistics, historical documentation and criticism, legal research and interpretation, behavior and attitude analysis, or graphic presentation. The new program for the doctorate in social science thus requires more training in research techniques useful in teaching and places less emphasis upon the dissertation.<sup>41</sup>

The following quotation taken from a folder published by Syracuse University, which gives in outline form the essentials of the new program for prospective college teachers, gives some of the reasons why the new program was instituted:

The life of a college teacher is demonstrably different from the life of a research worker; but heretofore graduate schools have not provided for enough difference in the kind of training given the teacher and the research specialist. We have tended to train them all as research specialists. The real and impelling reason for the emergence of new doctorate programs for college teachers is the fact that new general education courses broader in scope than the boundaries of any single discipline, are now a firm part of the undergraduate curricula in leading colleges and universities throughout the United States. The conventionally trained Ph. D. has not, by and large, fit the job description for these new and challenging teaching positions. The need of the colleges is for the broadly trained scholar-teacher, as well as for the scholar-specialist and the research specialist. The new doctorate programs at Syracuse provide breadth for graduate study, for consideration of the professional aspects of the college teacher's work, and for experience in the teaching of undergraduate general education courses.<sup>42</sup>

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<sup>41</sup>Theodore C. Elegen and Russell M. Cooper (eds.), The Preparation of College Teachers, p. 162.

<sup>42</sup>Syracuse University, The Doctorate Programs for the Preparation of College Teachers, Folder from Syracuse University, 1951.

Michigan State College introduced two new programs for the training of college teachers in 1949. Some features of the programs appear to be quite commendable and worthy of consideration in this study. The two programs, according to Kelley:

. . . /furnish/ a broad foundation for prospective college teachers without sacrificing necessary competence in a specialized field . . . advanced study in larger content areas, and an adequate foundation in a special field are the major provisions of the program leading to the doctorate in selected departments and in the areas of biological sciences, physical sciences, and social sciences.<sup>43</sup>

A student can take the Ph. D. degree in a particular department or in the division of biological sciences, physical sciences, or social sciences. In either case, the work of the student is done under the supervision of a guidance committee representing the departments most concerned in both the graduate school and the basic college.

The essentials of both programs are as follows:

1. The graduate school shall require evidence that the candidate has academic and personal qualifications necessary for successful college teaching.
2. The candidate shall present an acceptable dissertation which shall, whenever possible, be concerned with a problem having aspects and ramifications which extend across existing departmental lines.
3. Experience in a seminar in higher education, not in excess of three credits, will be required of each candidate.
4. The candidate will teach and be fully responsible for one class in the Basic College in the general area of his graduate study for at least one quarter under the direction of a committee consisting of the head of the basic college department, an experienced and competent teacher in that department,

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<sup>43</sup>Kelley, op. cit., p. 36.



a representative from an upper-school department,  
and a representative of the division of education.<sup>44</sup>

It is interesting to note that some of the features of the Syracuse and Michigan State College plans, such as increased breadth of doctoral programs, the requirement of supervised teaching experience and courses dealing with the problems of higher education, and a broader concept of research, with emphasis on developing research techniques more applicable to teaching, are attempts to provide the type of training which graduate schools have been criticised for not offering to prospective college teachers. If these plans can be evaluated and proved to be successful in producing more effective college teachers, it is possible that a trend in American graduate education may be established that will eventually produce the type of effective college teaching that is presently being demanded.

Two features of the University of Minnesota's efforts to improve college teaching are of significance for this study. The first feature provides for a Graduate Committee on the Preparation of College Teachers. This committee serves as an example of what can be done in the way of co-operation within an institution to improve the preparation of college teachers. The description of the Graduate Committee was submitted with the checklist used in the study reported by Kelley which was discussed earlier in the chapter. A description of the organization of the committee and of some of the work undertaken, as reported by Kelley, is as follows:

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<sup>44</sup>Ibid.

The Graduate Committee on the Preparation of College Teachers, appointed by Dean Theodore Elegen in January, 1948, has been studying current practices in the preparation of advanced candidates for college teaching. The Committee, functioning under the chairmanship of Dean T. R. McConnell of the Arts College and representing the broadly varied interests of the University in teacher preparation, has been examining intensively such phases of the problem as: provisions of general education at the graduate level, means of broadening the major field to include work in related and supporting areas, possible improvements in the research training given prospective teachers, and promising methods of cultivating teaching skill through special courses and internships. Research studies now being launched will inquire into the relative success of the University's former graduate students in assuming the responsibilities of faculty membership.

Dominating the committee's study and discussion of these problems has been the point of view that wide experimentation should be fostered, since no single pattern of preparation is likely to be adequate for the education of all teachers. Departmental groups are therefore being encouraged to develop their own program of preparation, using the projects as demonstration of what might be accomplished. By pooling the ideas and tested experience of specialists from many disciplines, it is hoped that new and more functional programs may be developed for the preparation of college teachers. . . .<sup>45</sup>

It seems with graduate institutions organized into relatively autonomous departments that some such committee as that at the University of Minnesota would give an institution a greater singleness of purpose. It appears that through such a cooperative effort graduate schools are more likely to arrive at better ways of preparing college teachers than if departments work at a solution of the problem, each in their own way, with no special effort at cooperation among departments.

The second interesting feature of the Minnesota program is the courses offered in higher education. The description of the courses

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<sup>45</sup>Ibid., p. 43.

presented is taken from an article, "Some Neglected Aspects in the Preparation of College Teachers," by Ruth E. Eckert, Professor of Higher Education at the University of Minnesota.<sup>46</sup> According to Eckert, the program of courses is divided into three parts, offered in three consecutive quarters for which fifteen hours credit is given. The courses are optional and one, two, or all of the courses may be taken by a student. The titles of the three courses are: (1) Higher Education in the United States, (2) Curriculum Trends in American Colleges, and (3) Effective College Teaching.<sup>47</sup>

A specialist in higher education serves as coordinator in the courses. Selected members of the professional and academic staff are given opportunity in general sessions and in small conference groups to give their views on college teaching problems. Eckert states that subject matter specialists have had many stimulating and provocative ideas to contribute to such discussions. She states that faculty members from other institutions such as liberal arts colleges, teacher colleges, and community colleges have been used only to a limited extent but that it is planned to develop further this cooperative relationship.

Lectures, general class discussions and library research are supplemented in several ways. The use of committee work, special reports, and panel discussions are mentioned and Eckert states that these are designed to aid prospective teachers in later service in departmental and

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<sup>46</sup>Ruth E. Eckert, "Some Neglected Aspects in the Preparation of College Teachers," Journal of General Education, III (January, 1949), 14.

<sup>47</sup>Ibid.

college committees. Opportunities are made available for students taking the courses to make case studies of individual college students and in some cases to counsel them concerning certain academic problems. Also opportunities are made available for students to work with instructors in their particular fields in test construction and evaluation of student performance, and to observe the teaching of superior instructors in their own field. In addition the students are counseled to secure additional experience with college-age youth through service as advisors to student organizations and as leaders of various off campus youth groups.<sup>48</sup>

Eckert states that during the last year of the graduate program, candidates are expected to devote much additional time to actual teaching as junior instructors, teaching assistants, or in an internship. However, she indicates that only a start has been made in this direction at Minnesota. As a word of caution she says that it is very important that the internship take place under a very well qualified teacher and should include, in addition to classroom activities, attendance at staff meetings, service on faculty committees, counseling of individual students, collaboration in the development of teaching materials, and participation in studies designed to improve instruction in the field involved.<sup>49</sup>

The courses involve about 150 students each calendar year, with 25 to 40 per cent of them coming from various departments in the University and the remainder from the department of education. A recent

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<sup>48</sup>Ibid., p. 142.

<sup>49</sup>Ibid., p. 143.

student directory for one of the classes gives the following distribution of students from various departments: civic engineering, one; civil engineering, two; communication, one; dentistry, one; economics, one; educational administration, two; education (general), four; educational psychology, eleven; forestry, two; home economics, one; music education, one; psychiatric nursing, one; and psychology, two.<sup>50</sup>

Features of the Minnesota program in higher education such as the use of instructors from different fields and in different institutions, the opportunity to make case studies and to counsel individual students, the opportunity to observe good instruction in the student's own subject field, and the opportunity to work with professors in test construction and evaluation of student performance appear to be highly commendable. Such a program combined with a period of internship such as that described by Eckert as being desirable should, it seems, give prospective college teachers that type of desirable professional training for which graduate schools have been criticised for not furnishing students preparing for college teaching.

### Summary

In the foregoing discussion, the functions of the graduate school have been presented as being: (1) carrying on basic research and training research workers; (2) training experts for service in non-academic fields such as government, business, industry, commerce, and agriculture; and

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<sup>50</sup>From correspondence and mimeographed materials sent to writer by Ruth E. Eckert..



(3) preparing teachers for all levels of higher education.

On the basis of employment of doctoral graduates, it has been pointed out that the most important function of graduate schools is the education of college teachers. Evidence presented indicates that preparation of college teachers is the function least adequately performed by graduate institutions. Two factors have been mentioned as militating against a more adequate performance of this important function, namely, the departmental organization of the graduate schools and the widely prevalent concept of scholarship, limited mainly to research.

Data presented in viewing the requirements and offerings of graduate schools for prospective college teachers lends evidence to substantiate the belief that criticisms of graduate institutions with respect to the narrowness of their programs, the emphasis placed on research training, and the failure to offer sufficient professional courses for prospective college teachers, at least to some degree, are justified. The data presented indicate that the most general requirements of graduate institutions are the doctoral thesis and foreign languages. A majority of graduate institutions are making little attempt to broaden their programs in favor of more adequate preparation for college teachers. Although a majority of the schools are offering some type of professional training, in many cases it is offered by only one or at most a few departments in an institution, it is usually optional, and in several institutions, non-credit bearing.

However, the examples of institutions presented that have broadened

their programs and their research concept, and are apparently offering adequate professional training give some hope that a trend in American graduate education is being established that will lead to more adequate preparation of college teachers.

## CHAPTER VI

### SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study concerned with the Improvement of Pre-service Education of Undergraduate College Teachers has attempted to determine the need for improving the preparation of college teachers, to determine what improvements are needed, and to establish some basis for making recommendations for improvements that may be made. In this attempt consideration has been given to: the role of higher education in a democratic society in relation to the preparation of college teachers; some evaluations of college teaching and opinions as to what is expected of college teachers by college students, in-service college teachers, college administrators, and writers in the field of higher education; certain aspects of college preparation and teaching problems encountered by in-service college teachers; and to a general appraisal of graduate schools with special emphasis on offerings and requirements of these institutions for prospective college teachers. Writings and studies previously completed in the field, publications of graduate institutions, materials sent to the writer by persons working in graduate programs, and 561 usable replies to a questionnaire received from in-service college teachers have served as basic data for these considerations.

This chapter will contain a summary of the major findings of the study, conclusions drawn from the findings, and recommendations for changes in the preparation of college teachers which the findings indicate

are needed.

### Summary

There is at the present time a widespread demand for more effective college teaching. Three important causes of this demand are: the advent of veteran students to college campuses; the changing nature of college enrollments, students now being quite diverse in their economic and social backgrounds, the quality and type of education received prior to entering college, and diversity in their aims and objectives in pursuing a college education; and changing economic, social, and world conditions that have placed upon colleges increased responsibility for giving individuals a type of education that will enable them to cope better with problems produced by these changes.

Graduate institutions have had a profound influence upon teaching in American colleges. They prepare, to whatever degree preparation is involved, most of the nation's supply of college teachers. It is seen in viewing the historical development of graduate schools that the educational pattern with primary emphasis on research was rather early established. The influence of this educational pattern is still being exerted upon college teaching; for once the pattern of education was established, the institutions have been slow in adjusting their programs to meet the demands made on them by changing economic, social, and world conditions. Present-day college teachers are meeting the problems of mid-century with much the same type of preparation received by college teachers at the turn of the century.

The Role of Higher Education in a Democratic Society  
in Relation to the Education of College Teachers

In a democratic society such as found in America, higher education has five rather broad functions, namely: (1) educating for earning a livelihood; (2) educating for leadership; (3) educating for citizenship; (4) educating for personal and social adjustment; and (5) contributing to the frontiers of knowledge through research and by educating research workers.

The demands on colleges for preparation for earning a livelihood come from at least three important sources. These sources are: college students, many of whom come to college to train for a profession not only that they may pursue the type of work of their choice but also that their earning power may be increased; parents, a majority of whom statistics show, send their children to college for vocational purposes; and the needs of society which present a demand for a host of trained personnel in many fields.

However, there are danger signs of too great an emphasis being placed on vocational training. In many cases during the past decades and to some extent at the present time, vocational training has usurped a major portion of the student's time, with little time left for general or liberal education. What is needed at the present time is a proper balance between training that develops technical skills and a broader more general type of education.

In a democratic society in which individuals elect government officials and play a part in determining the policies of the government,



educating for citizenship necessarily becomes an important function of higher education. It is necessary that individuals have an understanding of the democratic form of government, the concepts on which it is based, and its historical development and methods of working. They need to understand the basic concepts of the democratic ideal, and to be committed to this ideal. It is necessary that citizens have an understanding of the interdependence of individuals living under such a system of government and that they develop a social consciousness that will cause them to act for the good of the whole rather than for personal and selfish gain. At the present time, because of the place that America has come to hold in world affairs, it has become necessary that individuals have an understanding of the interdependence of the nations in the world. They need to understand the cultures, the aims and ideals of other nationalities of people and to be able to recognize the possible worth of values of other people and other nations that may differ from their own. The time has come when American citizens need to be committed to furthering international security. It is the responsibility of higher education to aid citizens in becoming committed to this important principle.

Research has been largely responsible for the great industrial and technological development that the nation has been able to accomplish. Research has added years to the average life of man and has added to his comforts and his luxuries. More and more, due to research efforts, man's intelligence is being freed, thereby making it possible

for him to live a better life. However, research efforts which have led to technological developments and advancement and solved many of man's problems, at the same time have created other problems of equal or greater social potency. Many technological developments call for social, economic and political adjustments to which research efforts have given too little attention. At the present time there is a need for research efforts to be devoted to determining ways and means of resolving social conflicts and to ways of developing better human relationships. Science invents, but the control of the inventions comes through the inter-human-relationships devised by man.

Consciously or unconsciously, colleges play an important part in developing the leadership of the nation. For leaders in the professions of medicine, law, engineering, the ministry and others, as well as many of the leaders in industry, business, and politics, are products of the colleges. The decisions that these men make, the policies that they adopt, the influence that they exert upon the government and other groups in society, affect almost every individual in the social structure. How their influence is directed is, in part, a reflection of the college education that they have received.

Indications are that colleges have not assumed the proper role in developing leadership. Rather than attempting to direct the interests of dominant groups, they have merely reflected their interests. Leaders in business, politics, and the professions need to be made aware of their responsibility and the responsibility of their professions to society.

It is necessary that institutions of higher learning give them the type of education that will develop this awareness.

It is important from two standpoints that colleges educate for personal and social adjustment. First, it is important from the standpoint of the individual. The economic, social, and personal success of individuals as well as their happiness and contentment in living depend upon the adjustments that they are able to make to their social and physical environments. Then from the standpoint of society it is important that individuals be personally and socially well adjusted. Individuals who are maladjusted, insecure, cynical, and discontented are more susceptible to ideologies and theories that are inimical to the American way of life and are more prone to follow paths of delinquency. A well-ordered dynamically advancing social order is more likely to result from individuals who are content and happy in their personal and social living.

The implications of the designated role of higher education in relation to the preparation of college teachers appear rather obvious. It seems that the education of college teachers necessarily must be broad in scope rather than narrow and highly specialized. It appears that programs traditionally offered as preparation for teaching no longer sufficiently equip college teachers to implement the role that higher institutions must assume to meet the needs of a democratic society. If college teachers are to educate for citizenship, for leadership, and for personal and social adjustment, the training that they receive in preparation for college teaching must give them an understanding of the implications, in

a broad sense, of these factors. Likewise, their education should aid them in realizing the importance of keeping a proper balance between vocational training and general education and in realizing the importance of carrying on research in the field of social sciences as well as the physical sciences.

Some Evaluations of College Teaching and Opinions  
as to What Is Desired of College Teachers

Under this heading consideration was given to: (1) characteristics college students desire in college teachers and an appraisal by college students of the quality of instruction received while in college; (2) an appraisal of the present college teaching situation by in-service college teachers and the quality of instruction received during their own college training; (3) opinions of college administrators with respect to the strengths and weaknesses of college teachers as now trained in graduate schools; and (4) opinions of a sampling of writers in the field of higher education with respect to the quality of present college teaching and some of the basic causes of inadequacies found to exist.

According to the data presented, college students like teachers who are efficient in their teaching; that is, teachers who know their subject, know how to teach it, and who can relate the subject being taught to other areas of knowledge and to current affairs. Students are interested in the personalities of their teachers. They like teachers who are emotionally mature, who are considerate, friendly, and cheerful, and who have a sense of humor. But along with these characteristics they like poise, dignity and refinement.

According to data presented, with some exceptions, college students find their college instruction inadequate. The most frequently made complaints concern methods of teaching which in many cases they feel are outmoded. They show distinct dissatisfaction with the indiscriminate use that is frequently made of the lecture system. Students complain about the use of antiquated subject matter; about professors who come to class and, with little revision, use the notes and outlines compiled ten or fifteen years earlier. Other factors are mentioned as being unsatisfactory, such as: irrelevance, with teachers wandering aimlessly in their courses; tests not geared to the courses, with days, perhaps even weeks elapsing before students' papers are returned; teachers who are bigoted and intolerant, with whom students have to agree to pass their courses; and teachers who are emotionally unstable and inconsiderate of the wants and needs of students.

As causes of the lack of more adequate teaching, students mentioned such factors as: lack of supervision of beginning teachers; failure of administrators to place greater valuation on teaching, with promotions and salary increases being based, primarily, on publication and success in research; and the lack of training of college teachers in methods and techniques of teaching.

Of those college teachers who expressed their opinions about the teachers they had when in college, some found them good or superior and some found them to be ineffective or at the worst quite poor. However, when expressing themselves about the college teaching situation in general, they found it in many respects inadequate. Causes mentioned



by college teachers for lack of more effective teaching were: lack of emphasis on good teaching, with promotions and salary increases based to a large extent on publications and success in research; the lack of supervision of college teachers; the failure of graduate schools to assume sufficient responsibility for preparing college teachers, and the lack of practical teaching experiences before engaging in college teaching.

College administrators in evaluating the strengths and weaknesses of college teachers as now trained in graduate schools indicate that they feel the teachers are: well-prepared in their specialty, competent as research workers, generally high in native intelligence, and generally sincerely devoted to their scholarly interests. However, the administrators feel that in many cases college teachers have undesirable personal traits, lack breadth in training, have their interest centered in research and not teaching, and that they are lacking in specific training for college teaching.

Of the nineteen characteristics receiving the highest rating by 820 college administrators as characteristics considered desirable for college teachers of lower division classes to possess, only two were traits listed under "As a Scholar"; seven were listed under "As a Teacher"; three were listed under "As a College Faculty Member"; four were listed under "As a Person"; and one was listed under "As a Citizen." The data presented indicate that college administrators are more interested in college teachers for lower division college classes who possess traits

that are considered to be characteristic of a good teacher than they are teachers who possess traits that are considered to be characteristic of a scholar.

Data presented from writings in the field of higher education emphasize the ineffectiveness and inadequacy of present college teaching. The primary causes of lack of more effective college teaching are generally attributed to lack of emphasis on good teaching and to the preparation that college teachers receive in graduate schools. The most common criticisms made of the preparation of college teachers are: it is too narrow in scope; it prepares for research work rather than teaching; and it fails to give sufficient instruction in methods and techniques of teaching which might more adequately prepare the teachers for the tasks to be performed.

#### Analysis of Data Provided by In-Service Teachers

Under this heading consideration was given to questionnaire data obtained from 561 in-service college teachers from the following seven institutions: Florida State University, Tallahassee, Florida; the University of Florida, Gainesville, Florida; the University of Miami, Coral Gables, Florida; Henderson State Teachers College, Arkadelphia, Arkansas; East Tennessee State College, Johnson City, Tennessee; Iowa State Teachers College, Cedar Falls, Iowa; and Georgia State Woman's College, Valdosta, Georgia. The first three named institutions served as the main source of the data.

The 561 teachers included in the study hold degrees from 119

graduate institutions located in thirty-nine states of the United States, the District of Columbia, and five foreign countries. Fifty and six-tenths per cent of the teachers hold some type of doctoral degree, 88.2 per cent hold a master's degree, and 4.5 per cent hold a bachelor's degree only.

During the beginning year of teaching, 28 per cent of the teachers taught at least one subject outside the major field, and over 9 per cent taught at least one subject outside either the major or minor field. During the school year 1950-1951, slightly over 22 per cent of the teachers were teaching some subjects outside the major field and nearly 10 per cent were teaching some subjects outside either the major or minor field.

The teachers reported fifteen problems or conditions from which problems derive that were encountered during their first year of teaching. The problem most frequently encountered was reported by over 50 per cent of the teachers and the problem least frequently encountered was reported by less than 1 per cent.

Over 86 per cent of the teachers completed research projects in fulfilling the requirements of the master's or doctor's degree. A majority of the teachers indicated that these projects were of "considerable value" or "great value" to them in teaching. However, 119 of the teachers, nearly 25 per cent of the total number having completed research projects, found them to be of "little value" or "no value" as a teaching aid. Of the 119 teachers, sixty-four were teachers holding doctoral degrees and fifty-five were teachers holding master's degrees.

One hundred four, or 18.5 per cent, of the teachers had intern-

ship or apprentice teaching experiences during their college training. A majority of the teachers, including those who did not have the experiences, view favorably an internship for beginning college teachers. However, those who had experiences like those included in the internship value it more highly than do those without such experiences value it for beginning college teachers.

Three hundred ninety-two of the teachers, nearly 70 per cent of the total number, had graduate assistant experiences, 187 of them having graduate assistant experiences involving teaching activities, and 105 involving non-teaching activities. The experiences were found to be valuable by a majority of the teachers. However, the assistantships involving teaching activities were valued more highly than those involving non-teaching activities. A majority of the teachers had no regularly scheduled supervision during their assistantship experiences. Other data presented with respect to graduate assistantships indicate they are not primarily used as teacher education devices. They are generally offered as a means of meeting the financial needs of the student or because of the service that the graduate assistant can render to the institution.

Two hundred two of the teachers, 36 per cent of the total, had graduate assistants as instructors during their own college training. A majority of the teachers found this instruction to be of "fair" quality or better. Only 16 per cent found it "poor" or "very poor."

Generally the teachers did not find "unnecessary repetition" or "unnecessary required courses" to be a serious weakness in their college programs of training.

Miscellaneous factors mentioned as being particularly valuable in college programs of training by as many as twenty-five college teachers were: (1) instruction of good teachers, (2) extra-curricular and social activities, (3) subject matter courses in field of specialization, (4) informal relations with professors, (5) courses offered outside the major field giving breadth to training, and (6) association with other students.

In giving consideration to ways their college training might have been improved to have better prepared them for college teaching, 124 teachers made suggestions concerning training relating to problems and methods of teaching, and sixty-nine suggestions concerning teaching experiences under supervision. Other suggestions made by as many as twenty-five teachers were: (1) more breadth and greater integration in college courses, (2) improved education courses, and (3) more good teachers.

Two hundred thirty-nine of the teachers, 42.6 per cent of the total, had high school teaching experience prior to college teaching. This experience was valued highly by a large majority of the teachers. One hundred forty-one, or 25 per cent of the total number, had no type of teaching experience prior to college teaching.

#### Some Appraisals of Graduate Education with Special Consideration Given to Requirements and Offerings for Graduate Students Preparing for College Teaching

In this chapter the functions of the graduate institutions were defined as: (1) carrying on basic research and training research workers;



(2) training experts for service in non-academic fields, such as government, business, industry, commerce, and agriculture; and (3) preparing teachers for all levels of higher education.

Data presented indicated that 65 per cent of the students who are awarded the Ph. D. degree from graduate institutions find employment in the field of higher education, 29 per cent in government and industry, and 6 per cent in other agencies of education. Of the 65 per cent who find employment in institutions of higher learning, three-fifths of them teach at the undergraduate level. However, data presented indicate that the percentage of Ph. D. graduates who go into teaching from different fields varies greatly. Data presented concerning the major duties of the Ph. D. recipients indicate that 55 per cent engage, primarily, in teaching, 31 per cent in research, and 10 per cent in administrative work.

On the basis of the employment of graduates, the major function of the graduate school is the education of teachers for institutions of higher learning. However, according to data presented, this function is less adequately performed than are other functions. Two factors within the graduate school that are partially responsible for the lack of more adequate performance of this important function are the departmental organization of the institutions and the concept of scholarship presently maintained. At the present there is a need for greater inter-institutional cooperation and for the concept of scholarship to be broadened to include interpretative ability as well as research ability, skill in synthesis as well as analysis, and achievement in teaching as well as in investigation.

Data presented in viewing the requirements and offerings of graduate schools tend to validate the criticisms made of graduate schools with respect to the narrowness of their programs, the emphasis placed on research training, and the failure to offer sufficient professional training for prospective college teachers. Data indicate that the most general requirements of graduate institutions at the doctoral level are the doctoral thesis and foreign language, and a majority of graduate institutions are making little attempt to broaden their programs in favor of more adequate preparation for college teachers. Although a majority of the schools are offering some type of professional education for prospective college teachers, in most cases it is offered by only one or at most a few departments in an institution, it is usually optional, and in several institutions non-credit bearing.

However, examples of one or more institutions have been presented that are doing the following to improve programs offered college teachers: broadening their programs in favor of divisional majors; emphasizing the development of research techniques which are most applicable to teaching, requiring research projects to fulfill degree requirements that cut across departmental boundaries and require the mastery of more than one research technique; requiring some supervised teaching experience as part of the regular college programs; requiring a study of methods, techniques, and problems involved in college teaching; and establishing an inter-institutional committee to direct efforts concerned with the improvement of college teaching.

### Conclusions

From the data presented, the following conclusions are drawn:

1. There is a widespread demand for more effective teaching at the college level.
2. Two of the important causes of the present demand for more effective college teaching are the nature of present college student bodies which are composed of students who are quite diverse in their economic and social backgrounds, in the type and quality of educational training received prior to entering college, and in their purposes and objectives upon entering college, and the increased demands presently made on institutions of higher learning because of changing economic, social, and world conditions.
3. A majority of college teachers are prepared in American graduate schools, only a small percentage having never studied beyond the bachelor's degree. Graduate institutions early established a pattern of education that emphasizes research and the training of research personnel. The institutions have been slow to change their pattern to meet the demands made on them by changing economic, social, and world conditions.
4. The role of higher education in a democratic society must be defined in rather broad terms. Institutions of higher learning must assume responsibility for the following: education for earning a livelihood; education for citizenship; education for leadership; education in research; and education for social and personal adjustment.
- ✓ 5. To implement the designated role of higher education in a democratic society, the preparation of college teachers must be broad rather

than narrow and highly specialized. The emphasis in education should be on developing teaching abilities and skills rather than on developing research skills.

6. Many college students are dissatisfied with the type of instruction they are receiving. They are dissatisfied with the methods used and with certain characteristics of many college teachers. In part, college students lay the blame for present inadequacies in teaching to the preparation that college teachers have received and to the lack of emphasis presently placed on good teaching.

7. Many college teachers are aware of inadequacies presently existing in college teaching and are interested in seeing it improved. They think that preparation as now offered in graduate schools is too narrow in scope, places too much emphasis on developing research techniques and not enough on developing teaching skills.

8. College administrators indicate that college teachers as now educated in graduate schools, in many cases, are lacking in desirable personal traits, are lacking in breadth of training, have their interest centered in research and not in teaching, and they lack sufficient professional training. In addition to scholarship traits, administrators are interested in college teachers having traits that will aid them in getting along with college students, in cooperating and effectively working with other college faculty members, and they want teachers who are interested in students and who can give them effective guidance and counseling.

9. Writers in the field of higher education generally think that present college teaching is inadequate. One of the major causes of this

inadequacy is attributed to the preparation teachers receive in graduate schools. The preparation offered by graduate schools for prospective college teachers, they think, is too narrow in scope, places too great an emphasis on developing research techniques, and fails to offer sufficient professional training.

10. As judged by the representation of college teachers included in this study, slightly over one out of four college teachers begin their careers teaching at least one subject outside the major field and nearly one out of ten begin their careers teaching at least one subject outside either the major or minor field. The situation improves slightly as they get more experience, but nearly one out of four continues to teach subjects outside the major field and approximately the same proportion as during the beginning year continues to teach subjects outside either the major or minor field.

11. Numerous problems are encountered by beginning college teachers. Some of the problems most frequently encountered are: "Difficulties due to background of training and experience with which students come to college," "Evaluation of student performance," "Stimulating student thinking," "Getting students to relate material being taught to current problems and situations," "Organizing and presenting materials within the ability range of students," and "Developing student thinking."

12. As judged by the representation of college teachers included in the present study, well over three-fourths of college teachers complete research projects in fulfilling the requirements for the doctor's or master's degree. Nearly 25 per cent of them find these projects of



"little" or "no value" in their college teaching.

13. As represented by the teachers included in the study, a majority of college teachers view with favor internship or apprentice teaching for college teachers. Those who have had such experiences value it more highly than those without the experiences value it for beginning college teachers.

14. As represented by teachers included in the study, approximately seven out of ten college teachers have had some experience as a graduate assistant. However, only slightly over five out of ten have had graduate assistant experiences involving teaching. A majority of the teachers find the experiences as a graduate assistant to be a valuable aid in their later college teaching, but graduate assistantships involving teaching are found to be more helpful than assistantships involving non-teaching activities. During the graduate assistantship experience regularly scheduled and planned supervision is not given.

15. Generally, the assistantships are not offered by colleges as teacher education devices but more generally offered by the institutions because of the financial needs of the student and because of the service that the graduate student can render to the institution. For this reason graduate assistantship experiences, in many instances, do not furnish the type of teaching experience needed before engaging in full-time college teaching.

College teachers who have had instruction from graduate assistants during their own college training, generally find this instruction to be of "fair" quality or "better."

16. As represented by teachers included in this study, college teachers do not find "unnecessary repetition" and "unnecessary required courses" to be a serious weakness in their college programs.

17. Many college teachers think they would have been better prepared for teaching if their college programs had been broader and had been more integrated, and if the programs had included some training related to problems and methods of teaching and some teaching experience under supervision.

18. As represented by teachers included in this study, over four out of ten college teachers have had high school teaching experience prior to college teaching. A large majority of the teachers find this experience to be quite valuable in later college teaching.

19. As represented by teachers included in this study, slightly over one out of four college teachers begin their careers with no kind of teaching experience.

20. Sixty-five per cent of the Ph. D. recipients find employment in institutions of higher learning, and, of these, three-fifths teach at the undergraduate level. Fifty-five per cent of the Ph. D. recipients engage primarily in teaching and 31 per cent in research. A much higher percentage of the graduates in fields like English go into teaching than do the graduates in such fields as chemistry. A majority of Ph. D. graduates in the latter field go into government and industry.

21. The three main functions of graduate schools are: (a) carrying on basic research and training research workers; (b) training experts for many types of service in non-academic fields, such as government,

business, industry, commerce, agriculture, and public welfare; and (c) preparing teachers for all levels of higher education.

22. On the basis of employment of graduates, the most important of the three functions is the training of college teachers. However, this is the function of graduate schools that is being least adequately performed. Two of the reasons for lack of more adequate performance of the important function are conditions traditional in the departmental organization of the graduate school and the present concept of scholarship maintained by the institutions.

23. The criticisms made of graduate institutions with respect to their failure to offer proper preparation for prospective college teachers, in many instances, appear to be warranted.

24. A few graduate institutions are now offering the type of preparation for prospective college teachers which critics of the institutions have suggested should be offered. These schools may set a trend in American graduate education for the preparation of college teachers.

#### Recommendations

The findings of this study have established that there is a widespread demand for more effective teaching at the college level, a majority of college teachers receive their training in graduate schools, and graduate institutions are not offering the type of education for prospective college teachers which it appears they need to cope with problems and demands made on them at mid-century. The following recommendations for changes to be made in graduate programs are for institutions which are

preparing teachers for undergraduate instruction.

The recommendations are made with the awareness that graduate institutions vary greatly in facilities and personnel to carry on graduate work. Also it is recognized that graduate schools are multi-purpose in their function. In addition to preparing college teachers, they have the functions of carrying on research and training research workers, and preparing personnel for non-academic positions. The point of view is taken in making the recommendations that graduate schools must continue to perform all these functions, but that the preparation of college teachers should be emphasized to an equal or greater degree than either of the other functions since a majority of the recipients of higher degrees from graduate institutions engage in college teaching. Findings of this study indicate this has not been true in the past.

The recommendations are made also with the recognition that the preparation of college teachers in different fields cannot be identical in all respects. Rather the point of view is taken that prescribed programs should be made more flexible and of such a nature that they can be adjusted to the needs, aims, and objectives of individual students.

Recommendations made for improving educational programs for undergraduate colleges are as follows:

1. Data have been presented which indicate that the departmental organization of graduate institutions militates against more adequate preparation of college teachers. On the basis of these facts it is recommended that in graduate schools where two or more departments are educating college teachers that there be an inter-institutional committee

composed of representatives of those departments to coordinate efforts concerned with improving and offering more effective programs for prospective college teachers.

Certain data presented in this study, on which recommendations two, three, four, and five are based, indicate the need for broadening the educational programs for prospective college teachers. The designated role of higher education in a democratic society makes it necessary that college teachers have preparation that is broad in scope rather than narrow and highly specialized. College students indicate that they want teachers who have sufficient breadth in training to be able to relate the subject being taught to other areas of knowledge. Administrators indicate that college teachers as now educated in graduate schools lack breadth in training. Writers in the field of higher education point out that graduate preparation as now offered to prospective college teachers is too narrow in scope and places too great an emphasis on research. Some college teachers indicate that their graduate preparation would have more adequately prepared them for college teaching if their training had been broader in scope. The fact that 28 per cent of the in-service teachers included in this study began their careers teaching subjects outside of the major field and over 9 per cent outside either the major or the minor field, and the fact that over 22 per cent were still teaching subjects outside the major field and over 10 per cent subjects outside either the major or minor field during the academic year 1950-1951, indicate that highly specialized training in one or even two areas does not sufficiently prepare college teachers for the tasks they have to perform.



And, indications are that graduate schools are doing little to broaden their programs in favor of more adequate preparation for college teachers.

The following recommendations are made for broadening programs for preparation of prospective college teachers:

2. It is recommended that education broad in scope including some preparation in the fields of the humanities, social sciences, and natural sciences be made a prerequisite for admission to candidacy for an advanced degree.
3. It is recommended that graduate schools consider possibilities for offering general education, particularly the newer integrative type of courses, as part of the regular programs of prospective college teachers.
4. It is recommended that required specifications of programs be broadened to permit work to be taken in more areas, particularly in fields related to or supporting the major field. However, it is recommended that sufficient work be taken in a single area to give depth in that area. Whenever feasible, it is recommended that courses be offered which cut across departmental lines and that always the interrelationship of areas of knowledge be emphasized.
5. It is recommended that professional education be made part of the regular program of preparation of all prospective college teachers. Data presented which indicate the need for this type of education and the recommendations as to the specific nature of such education that should be offered are given in the next section.

Certain data presented in this study, on which recommendations six and seven are based, indicate the need for offering more specific education (professional education) for prospective college teachers.

Some college students indicate a feeling that their college instruction would have been more effective if their college teachers had had training in methods and techniques of college teaching. Writers in the field of higher education indicate that there is a definite need for college teachers to have more specific preparation including a study of methods and the problems involved in college instruction, and teaching under supervision. College administrators indicate as one of the weaknesses of college teachers, as now prepared in graduate schools, the lack of specific preparation for college teaching. A majority of the in-service teachers included in this study view with favor internship or apprentice teaching for prospective college teachers, particularly those who themselves had the experience. The two factors most frequently mentioned by the in-service personnel included in this study, in considering ways that their college programs might have been improved to prepare them more adequately, were training related to problems and methods of college instruction, and teaching experience under supervision. Over 25 per cent of the instructors included in this study began their careers without any type of teaching experience. And, findings of this study indicate that a majority of graduate schools are doing little in the way of making a consistent effort to offer adequate professional education for prospective college teachers.

The following recommendations concerning the offering of professional education are made:

6. It is recommended that courses concerned with methods and problems of college teaching be made a part of the education of all prospective

teachers.

a. It is recommended that the courses give consideration to the following factors:

- (1) Methods of teaching applicable to the fields of specialization and related fields.
- (2) A study of the role of higher education in a democratic society.
- (3) A study of the psychological, physiological, and social nature of college-age youth.
- (4) A study of the learning process.
- (5) A study of the evaluation of student performance.
- (6) A study of the techniques and problems involved in student guidance and student counseling.
- (7) A study of the social implications or the social role of the area of specialization.

b. It is recommended that the courses giving consideration to factors common to all college teachers be offered on an institution-wide rather than departmental basis, with the department of education and various subject areas involved cooperating in offering the courses. This seems desirable since it may be more economical in the way of teaching personnel, it may help students to see the problems common to all teachers, and it may lead to a better understanding of the inter-relationships between the different areas. It may be more desirable for methods of teaching and the social implications of a particular field to be

offered on a departmental or divisional basis. It is recommended that the courses combine theory and practice with emphasis on practical application. It is recommended when possible that the courses be offered in conjunction with internship or apprentice teaching.

7. It is recommended that teaching experience under supervision be made part of the preparation of prospective college teachers.

- a. It is recognized that this may be difficult to accomplish in big graduate institutions which have large enrollments. It is recommended that these institutions consider possibilities of placing intern teachers in nearby four-year undergraduate colleges and junior colleges, and that other possibilities be considered for offering actual teaching experience. Teaching on a graduate assistantship basis is recommended only if the graduate assistants are given regular and planned supervision, and the graduate assistantships are viewed primarily as part of the teacher education program, not used on the basis of the financial needs of the student and the service that the graduate assistant can render to the institution.

- b. Because of the high valuation placed on high school teaching experience by the in-service teachers included in this study, it is recommended that consideration be given to modifying the internship requirement for graduate students who have had successful high school teaching experience.

- c. It is recommended that the internship experience, as nearly

as possible, include all of the experiences of a regular teacher. The interns should be partially responsible for planning the course to be taught and for arranging materials to be presented. In addition, the internship should include:

- (1) Experience in test construction and student evaluation.
- (2) Experience in student counseling and guidance.
- (3) Attendance at regular staff meetings.
- (4) Membership in a non-voting capacity on some institutional committees.

Certain data presented in this study, on which recommendations eight, nine, ten, eleven, twelve, and thirteen are based, indicate the need for a change in the present concept of research and the research requirements for prospective college teachers. The present national and international situation calls for research efforts to be expanded to include greater emphasis on the social sciences. College students indicate as one of the causes of lack of more effective college teaching the present emphasis on research, both by the graduate schools and by college administrators. College teachers attribute, in part, present inadequacies in college teaching to the emphasis on research by college administrators and the emphasis placed on research training in graduate institutions. College administrators indicate that college teachers as now trained in graduate schools have their interest centered in research. Writers in the field of higher education indicate that graduate schools emphasise research training to the exclusion of specific training for teaching. And, nearly 25 per cent of the in-service teachers included in this study



who did research projects in fulfilling degree requirements found these projects to be of "little" or "no value" in their college teaching.

The following recommendations concerning research are made:

8. It is recommended that training in research for prospective college teachers be such that it emphasizes research techniques most applicable to teaching and that research requirements be broadened to include synthesis and criticism as well as investigation and analysis.

9. It is recommended that graduate schools consider reducing the amount of time that students spend on a single research project and consider incorporating some research training into regular classes and seminar courses.

10. It is recommended that research projects completed in fulfilling degree requirements, when possible, cut across departmental lines. This is particularly recommended in the areas of the social sciences and the humanities.

11. It is recommended that research projects completed in fulfilling degree requirements be such, when feasible, that two or more research techniques are used.

12. It is recommended that research projects completed in fulfilling degree requirements be selected in terms of the interests and needs of the student who is to carry on the research.

13. It is recommended that college administrators base professional promotion and advancement and increase in salaries on skill in teaching as well as, or instead of, success in conducting research and publishing

research results. It is thought that this will increase the interest of teachers in developing teaching skill and that it will cause graduate schools to place greater emphasis in their programs on that type of preparation for prospective college teachers which is more likely to develop skill in teaching.

14. It is recommended that teaching ability and possibilities of success as a college teacher be among the factors which determine whether a student preparing for college teaching be granted a graduate degree. It appears that if a scientific approach is to be used in the preparation of college teachers, that one of the criteria for determining an individual's qualifications for a degree should be the qualities and characteristics which enhance his possibilities of success in the position for which he is preparing.

15. It is recommended that when new programs for the preparation of college teachers are initiated that a continuous evaluation of these programs be carried on. It is recommended, particularly, that the success of the graduates of these new programs be evaluated and appraised in the positions they accept on graduation.

16. Finally, it is recommended that students' programs, including the above recommended factors, be planned in terms of the needs, aims, and objectives of the individual student, and in light of their previous training and background of experience.

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## APPENDIX I

Questionnaire: A Study of Certain Aspects of College Teaching

## A STUDY OF CERTAIN ASPECTS OF COLLEGE TEACHING

**I. Information Concerning College Training:**

Check below the degrees that you now hold, giving the name of the institution conferring, date when the degree was conferred, and your major and minor fields of specialization:

Degree	Institution Conferring		Date Degree Conferred	Major Subject	Minor Subject
Ph.D.					
Ed.D.					
Masters					
Others					

## II. Information Concerning Teaching Positions:

List below the department or college of the institution in which you are now teaching and the department in which you worked during your first year of regular college teaching. Also, indicate by checks (x's) whether the department is in your major field, minor field, or some other field. If teaching in more than one department, list each department in which a class is or was taught:

Department, Beginning Year				Department, 1950-51			
Department	Major Field	Minor Field	Some Other	Department	Major Field	Minor Field	Some Other

### III. Teaching Problems:

Beginning teachers are often confronted with problems. Of the items listed below, check those which you consider were particular problems for you in your beginning year of teaching:

### Problems:

1. Difficulties due to background of training and experience with which students come to college.
2. Difficulties due to lack of administrative understanding of teaching problems.
3. Organizing and presenting materials within the ability range of students.
4. Getting students to relate material being taught to current problems and situations.
5. Relating subject being taught to other areas of knowledge.
6. Developing student interest.
7. Evaluation of student performance.
8. Stimulating student thinking.
9. Developing proper student-teacher relations.
10. Understanding needs and objectives of students.
11. Counseling and giving individual guidance to students.
12. List others

**Check  
Here**

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	



#### IV. Analysis of Certain Aspects of College Training:

1. In training for college teaching, did you do internship or apprentice teaching in which college teaching was done under the supervision of an experienced, successful teacher? Yes \_\_\_\_ No \_\_\_\_.
  - a. If so, check one of the following to indicate the value that you think this experience has had for you in your college teaching:  
No value \_\_\_\_; Little value \_\_\_\_; Considerable value \_\_\_\_; Great value \_\_\_\_.
  - b. If not, check the value that you think such an experience might have for a beginning teacher:  
No value \_\_\_\_; Little value \_\_\_\_; Considerable value \_\_\_\_; Great value \_\_\_\_.
2. In your college training, did you do a research project as partial requirement for the doctors or masters degree? Yes \_\_\_\_ No \_\_\_\_.
  - a. If so, check one of the following to indicate the value that you think this project has had for you in your college teaching:  
No value \_\_\_\_; Little value \_\_\_\_; Considerable value \_\_\_\_; Great value \_\_\_\_.

3. If during your college training you had experience as a graduate assistant, check the following to indicate the kinds of experiences this included:

Experiences:

- a. Assisted in grading papers
- b. Taught a class part time
- c. Taught a class full time
- d. Was a laboratory assistant
- e. Others \_\_\_\_\_

Check

Here

a	_____
b	_____
c	_____
d	_____
e	_____

While serving as above, check the following to indicate the supervision that was available or that you actually received:

- a. Could go to professor or department head for consultation concerning problems in my work.
- b. Met in regularly scheduled conference or seminars with professor in charge.
- c. Others \_\_\_\_\_

Check

Here

a	_____
b	_____
c	_____

1. Check one of the following to indicate the value you consider your experience as a graduate assistant has had for you in your college teaching:  
No value \_\_\_\_; Little value \_\_\_\_; Considerable value \_\_\_\_; Great value \_\_\_\_.
4. What aspects of college training not listed above do you consider to have been of great value to you? List below:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. College courses are sometimes organized and presented in such a way as to make for unnecessary repetition. Using the following code, indicate to what extent you think this was true in your college training:

Code: N-No repetition; SR-Some repetition; CR-Considerable repetition; GR-Great amount of repetition.

- a. Major field of specialization.
- b. Minor field of specialization.
- c. Courses in Education, if not major or minor subject.
- d. Other courses that you were required to take.

	N	SR	CR	GR
a				
b				
c				
d				

6. College students often feel that they are required to take courses that have little value for them when viewed in light of their objectives of a college education. Using the following code indicate to what degree you think this was true in your college training.

Code: N-No unnecessary courses were required; F-Few unnecessary courses were required; S-Several unnecessary courses were required; M-Many unnecessary courses were required.

- a. Major field of specialization.
- b. Minor field of specialization.
- c. Courses in Education if not major or minor subject.
- d. Other courses that you were required to take.

	N	F	S	M
a				
b				
c				
d				

7. In reviewing your college training in light of your experience as a college teacher, what changes do you see that might have been made which would have better prepared you to meet the problems of a beginning college teacher? List below:

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#### V. Miscellaneous Information:

1. Had you taught in high school before entering college teaching? Yes \_\_\_ No \_\_\_.
  - a. If so, check one of the following to indicate the value that you think this experience has had for you as a beginning college teacher:  
 No value \_\_\_; Little value \_\_\_; Considerable value \_\_\_; Great value \_\_\_.
2. During your college training did you have any classes under graduate students teaching on a fellowship or similar basis? Yes \_\_\_ No \_\_\_.
  - a. If so, check one of the following to indicate your evaluation of their teaching:  
 Very poor \_\_\_; Poor \_\_\_; Fair \_\_\_; Good \_\_\_; Very good \_\_\_.

- VI. If there are other aspects of your college training or teaching problems omitted from the previously requested information about which you would like to express yourself, please do so below:

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- II. Do you desire a summary of the results of the study? Yes \_\_\_ No \_\_\_.

If so, give Name: \_\_\_\_\_  
 Address: \_\_\_\_\_

REX C. KIDD  
2313 University Station  
University of Florida  
Gainesville, Florida

Dear College Teacher:

Recent writings in the field of higher education have given a great deal of consideration to problems of college teaching and to the preparation of college teachers. College administrators, authorities and experts in the field, and students have voiced their opinions in varied ways concerning the matter. It seems that everyone has expressed an opinion on the subject except the college teacher in service.

The purpose of the enclosed questionnaire is to give a selected group of in-service teachers an opportunity to express themselves concerning some of the problems with which they were confronted as beginning teachers and concerning the adequacy or inadequacy of the training they received in graduate schools in preparation for meeting these problems. In order to get a cross section of expression, opinions of beginning teachers as well as those of teachers with a varying number of years of experience are being solicited.

The information anonymously given in the questionnaire will be tabulated and reported in a study concerned with Pre-service Training of College Teachers.

Your cooperation in answering and returning this questionnaire in the enclosed envelope will be very greatly appreciated. A summary of the results of the study will be sent to you if you wish. A place on the questionnaire has been designated for you to indicate whether or not the results are desired.

Sincerely yours,

*Rex C. Kidd*  
Rex C. Kidd

## APPENDIX II

**Names, Locations and Accreditation of Higher Institutions  
from Which Respondents to the Questionnaire Received  
Graduate Degrees**

## UNITED STATES



THE REPRESENTATION OF THE AUSTRALIAN  
NATIVE TRIBES FROM WHICH THE  
NAMES OF THE PLACES IN THIS BOOK  
WERE TAKEN.

These are arranged in the  
order in which they are  
mentioned in the accompanying  
Index.

SCALE  
0 100 200 300 400 500  
MILES  
0 100 200 300 400 500  
KILOMETERS  
CONIC PROJECTION



1. Alabama Polytechnic Institute, Auburn, Alabama, SA<sup>1</sup>
2. Alabama, University of, Tuscaloosa, Alabama, SA, AAU
3. Boston, University of, Boston, Massachusetts, NEA, AAU
4. Brigham Young University, Provo, Utah, NWA, AAU
5. Brookings Institute, Washington, D. C., non-accredited
6. Brown University, Providence, Rhode Island, NEA, AAU
7. Butler University, Indianapolis, Indiana, NCA, AAU, AATC
8. California Institute of Technology, Pasadena, California, AAU
9. California, University of, Berkeley, California, AAU
10. California, University of, Los Angeles, California, AAU
11. Carnegie Institute of Technology, Pittsburgh, Pennsylvania, MSA, AAU
12. Chicago Art Institute, Chicago, Illinois, NCA
13. Chicago, University of, Chicago, Illinois, NCA, AAU
14. Cincinnati, University of, Cincinnati, Ohio, AAU, NCA
15. City College of New York, New York City, New York, MSA, AAU
16. Claremont Graduate School, Claremont, California, AAU
17. Clark University, Worcester, Massachusetts, NEA, AAU
18. Colgate University, Hamilton, New York, MSA, AAU
19. Colorado State College of Education, Greeley, Colorado, NCA, AATC, AAU
20. Columbia University, New York City, New York, MSA, AAU

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<sup>1</sup>The letters following the locations of institutions are abbreviations for the agency by which the institutions are accredited. The abbreviations for the different accrediting agencies are as follows:  
AAU - Association of American Universities  
AATC - American Association of Teachers Colleges  
NCA - North Central Association of Colleges and Secondary Schools

21. Columbia Teachers College, New York City, New York, MSA, AAU, AATC
22. Cornell University, Ithaca, New York, MSA, AAU
23. Dartmouth College, Hanover, New Hampshire, NEA, AAU
24. Davidson College, Davidson, North Carolina, SA, AAU
25. Depauw University, Greencastle, Indiana, NCA, AAU
26. Detroit, University of, Detroit, Michigan, NCA
27. Duke University, Durham, North Carolina, SA, AAU
28. Eastern Kentucky State Teachers College, Richmond, Kentucky, SA, AATC
29. Emory University, Emory, Georgia, SA, AAU
30. Florida Southern College, Lakeland, Florida, SA
31. Florida State University, Tallahassee, Florida, SA, AAU
32. Florida, University of, Gainesville, Florida, SA, AAU
33. George Peabody College for Teachers, Nashville, Tennessee, SA, AATC, AAU
34. George Washington University, Washington, D. C., MSA, AAU
35. Georgia School of Technology, Atlanta, Georgia, SA, AAU
36. Georgia, University of, Athens, Georgia, SA, AAU
37. Harvard University, Cambridge, Massachusetts, AAU, NEA
38. Illinois, University of, Urbana, Illinois, NCA, AAU
39. Indiana, University of, Bloomington, Indiana, NCA, AAU
40. Iowa State College, Ames, Iowa, NCA, AAU

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MSA - Middle States Association of Colleges and Secondary Schools  
NEA - New England Association of Colleges and Secondary Schools  
NWA - Northwest Association of Secondary and Higher School  
SA - Southern Association of Colleges and Secondary Schools  
NASM- National Association of Schools of Music  
NATS- National Association of Theological Schools

41. Iowa, University of, Iowa City, Iowa, NCA, AAU
42. Johns Hopkins University, Baltimore, Maryland, MSA, AAU
43. Kansas State College, Manhattan, Kansas, NCA, AAU
44. Kansas, University of, Lawrence, Kansas, NCA, AAU
45. Kentucky, University of, Lexington, Kentucky, SA, AAU
46. Lafayette College, Easton, Pennsylvania, MSA, AAU
47. Lehigh University, Bethlehem, Pennsylvania, MSA, AAU
48. Louisiana State University, Baton Rouge, Louisiana, SA, AAU
49. Loyola University, Chicago, Illinois, NCA
50. Maine, University of, Orono, Maine, NEA, AAU
51. Maryland, University of, College Park, Maryland, MSA, AAU
52. Massachusetts Institute of Technology, Cambridge, Massachusetts, NEA, AAU
53. Miami, University of, Coral Gables, Florida, SA
54. Michigan College of Mining and Technology, Houghton, Michigan, NCA
55. Michigan State College, East Lansing, Michigan, NCA, AAU
56. Michigan, University of, Ann Arbor, Michigan, NCA, AAU
57. Middlebury College, Middlebury, Vermont, NEA, AAU
58. Minnesota, University of, Minneapolis, Minnesota, AAU, NCA
59. Missouri, University of, Columbia, Missouri, NCA, AAU
60. Nebraska, University of, Lincoln, Nebraska, NCA, AAU
61. New Mexico, University of, Albuquerque, New Mexico, NCA, AAU
62. New York State College for Teachers, Albany, New York, MSA, AAU, AATC
63. New York University, New York City, New York, MSA, AAU, AATC
64. North Carolina State College, Raleigh, North Carolina, SA

65. North Carolina, University of, Chapel Hill, North Carolina, SA, AAU
66. Northwestern University, Evanston, Illinois, NCA, AAU
67. Ohio State University, Columbus, Ohio, NCA, AAU, AATC
68. Oklahoma A. and M. College, Stillwater, Oklahoma, NCA, AAU
69. Oklahoma, University of, Norman, Oklahoma, NCA, AAU
70. Oregon, University of, Portland, Oregon, NWA, AAU
71. Pennsylvania State College, State College, Pennsylvania, MSA, AAU
72. Pennsylvania, University of, Philadelphia, Pennsylvania, MSA, AAU
73. Pittsburgh, University of, Pittsburgh, Pennsylvania, MSA, AAU
74. Princeton University, Princeton, New Jersey, MSA, AAU
75. Purdue University, Lafayette, Indiana, NCA, AAU
76. Rice Institute, Houston, Texas, SA, AAU
77. Rochester, University of, Rochester, New York, MSA, AAU
78. Rutgers University, New Brunswick, New Jersey, MSA, AAU
79. Saint Louis University, St. Louis, Missouri, NCA, AAU
80. Sherwood Music School, Chicago, Illinois, NASM
81. Southern California, University of, Los Angeles, California, AAU
82. South Carolina, University of, Columbia, South Carolina, SA, AAU
83. Southwestern University, Georgetown, Texas, SA
84. Springfield College, Springfield, Massachusetts, NEA, AATC
85. Stanford University, Stanford, California, AAU, AATC
86. Stetson University, Deland, Florida, SA
87. Stout Institute, Menominee, Wisconsin, NCA, AATC
88. Sul Ross State Teachers College, Alpine, Texas, SA, AATC
89. Syracuse University, Syracuse, New York, MSA, AAU

90. Temple University, Philadelphia, Pennsylvania, MSA, AAU
91. Tennessee, University of, Knoxville, Tennessee, SA, AAU
92. Texas A. and M. College, College Station, Texas, SA, AAU
93. Texas State College for Women, Denton, Texas, SA, AAU
94. Texas, University of, Austin, Texas, SA, AAU
95. Tulane University, New Orleans, Louisiana, SA, AAU
96. Union Theological Seminary, New York City, New York, NATS
97. Utah State College, Logan, Utah, NWA, AAU
98. Utah, University of, Salt Lake City, Utah, NWA, AAU
99. Vanderbilt University, Nashville, Tennessee, SA, AAU
100. Virginia, University of, Charlottesville, Virginia, SA, AAU
101. Washington University, St. Louis, Missouri, NCA, AAU
102. Washington, University of, Seattle, Washington, NWA, AAU
103. Wayne University, Detroit, Michigan, NCA, AAU, AATC
104. Western Reserve University, Cleveland, Ohio, NCA, AAU
105. West Virginia University, Morgantown, West Virginia, NCA, AAU
106. Wisconsin, University of, Madison, Wisconsin, NCA, AAU
107. Wyoming, University of, Laramie, Wyoming, NCA, AAU
108. Yale University, New Haven, Connecticut, NEA, AAU



## BIOGRAPHY

Rex C. Kidd was born in Blount County, Tennessee, February 2, 1911. He received his early education in the schools of Blount County, Tennessee, graduating from Lanier High School in 1929. His undergraduate college work was taken at Maryville College, Maryville, Tennessee, and East Tennessee State College, Johnson City, Tennessee. He was awarded the Bachelor of Science degree in Education by East Tennessee State College in 1936.

He received the degree, Master of Education, from Duke University in 1941. Subsequent to World War II he did additional graduate work at George Peabody College and New York University.

During the War, Mr. Kidd served three and one-half years with the Weather Division of the Army Air Corps. During this time he was stationed at a number of bases in the United States and on the Island of Tinian in the Mariana Islands. For ten years prior to the War he taught in the schools of Blount County--five years as elementary principal and teacher and five years as high school teacher of mathematics, science, and social science. In 1947 he became a member of the faculty of Florida State University, with duties primarily confined to the campus training school. He took a leave of absence from this position in June, 1950, to complete work for the doctoral degree at the University of Florida.

He is a member of Kappa Delta Pi, honorary educational society, and Phi Delta Kappa, professional educational fraternity. He is also a member of Pi Gamma Mu, social science honorary fraternity.

In 1948 Mr. Kidd Married Miss Linnie L. Grogan.

This dissertation was prepared under the direction of the Chairman of the candidate's Supervisory Committee and has been approved by all members of the Committee. It was submitted to the Graduate Council and was approved as partial fulfilment of the requirements for the degree of Doctor of Education.

August 18, 1951

C. Francis Byrnes  
Dean

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